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ABSTRACT

Emphasizing Europe's role in the growth of Western institutions and ideals, this guide stresses the development of skills necessary for active participation in democratic processes. An introductory unit on the Renaissance and the Reformation is followed by units on (1) the political events fostering the growth of the modern national state and the economic, cultural, and social forces creating the Age of Enlightenment; (2) the nationalism, imperialism, and political, industrial, social, and cultural revolutions of the late 18th and 19th centuries; (3) the global consequences of the interests and problems of 20th-century Europe; and (4) the impact of modern scientific and technical achievements on people's lives, especially in the creative arts. The units' learning activities are grouped under eight headings: geographical factors, moral and spiritual values, democracy and totalitarianism, political and human freedom, contributions of European nations, great leaders, sources, and deductive and inductive reasoning. Evaluation methods are suggested for each activity. (JM)

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EXPERIMENTAL

MODERN EUROPE

An Instructional Guide

GRADES 10-12

TE 499 892

LOS ANGELES CITY SCHOOLS
Division of Instructional Planning and Services
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FOREWORD

This Instructional Guide for Modern Europe is intended specifically for those students who are interested in studying in depth modern European civilization and its impact on world affairs. The publication will assist teachers in developing a greater understanding of the significant characteristics of modern times, including growth of scientific knowledge, economic interdependence, democratic ideas and practices, nationalism, imperialism, and internationalism. The course also will help to deepen the understanding of the contributions made by European civilization to the American heritage.

This guide has been prepared in compliance with the following provisions of the California Education Code:

> 7551. The governing board of any school district shall enforce in the schools the course of study and the use of textbooks prescribed and adopted by the proper authority.
>
> 13556. Every teacher in the public schools shall enforce the course of study, the use of legally authorized textbooks, and the rules and regulations prescribed for schools.

The instructional guide as developed, presents the concepts which constitute the basic course content.

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CONTENT

FOREWORD iii

ACKNOWLEDGMENTS iv

TO THE TEACHER vi

OBJECTIVES AND EVALUATION vii

INTRODUCTORY UNIT: THE RENAISSANCE AND THE REFORMATION PAVED THE WAY FOR THE DEVELOPMENT OF MODERN EUROPE 1

UNIT ONE: THE RISE OF THE MODERN NATIONAL STATE AND THE COMING OF THE AGE OF ENLIGHTENMENT PAVED THE WAY FOR THE GROWTH OF DEMOCRACY IN SOME AREAS OF EUROPE 13

UNIT TWO: THE LATE EIGHTEENTH AND NINETEENTH CENTURIES WERE CHARACTERIZED BY REVOLUTIONS -- POLITICAL, INDUSTRIAL, SOCIAL, AND CULTURAL -- AND BY NATIONALISM AND IMPERIALISM 24

UNIT THREE: EUROPEAN INTERESTS AND PROBLEMS IN THE TWENTIETH CENTURY HAVE GLOBAL CONSEQUENCES 41

UNIT FOUR: PURE SCIENCE AND THE APPLICATION OF SCIENTIFIC DISCOVERIES TO ALMOST EVERY ASPECT OF LIFE BECAME A MAJOR FACTOR IN THE LIVES OF THE PEOPLE OF EUROPE AND OF THE WORLD 57

POLICY ON THE STUDY OF CURRENT PUBLIC PROBLEMS 71

TO THE TEACHER

This experimental instructional guide has been prepared to assist teachers of the course in Modern Europe in planning daily lessons which will lead students to understand the key concepts that are developed.

Teachers will observe that the suggested learning activities have been organized within the following areas:

Geographical Factors
Moral and Spiritual Values
Democracy and Totalitarianism
Political and Human Freedom
Contributions of European Nations
Great Leaders
Sources
Deductive and Inductive Reasoning.

This approach affords an opportunity to develop a program of instruction which will be meaningful for students and which will provide for individual differences. In addition, learning activities should help to continue the development of social studies skills begun in previous courses.

A textbook study for Modern Europe recently was completed. The newly authorized textbooks will provide basic information that can be used within the framework established in this instructional guide. Teachers also are advised to make extensive use of classroom sets of various magazines that will provide additional information. Students should be encouraged to utilize library facilities and to explore other resources.

Suggested cross-references appear in textbook correlations, which may be obtained from the Secondary Social Studies office, Instructional Planning Branch. The lists have been developed to assist teachers in selecting the most useful textbooks for specific classes, to illustrate the variety of instructional materials currently available, and to facilitate the use of multiple textbooks in teaching of the social studies.

OBJECTIVES AND EVALUATION

Objectives

The primary purpose of the course in Modern Europe is to enrich the student's knowledge and understanding of Europe's role in the development of Western ideals and institutions. The student will learn about the rise of the modern national state system; the ideological conflicts, ranging from the Reformation to communism; the development of capitalism and its competitors; the struggle between the forces of freedom and of totalitarianism; the scientific and technological revolutions; and the cultural contributions of Europeans that are a part of Western civilization.

This course also seeks to provide the student with additional opportunities for the development of essential skills in the social studies, which make it possible for him to become an active participant in the democratic processes. Toward these ends, this course will help the student to:

- Derive understanding of how geographical factors, human and natural resources, traditions, history, ideology, and institutions have shaped the present European community.
- Recognize that moral and spiritual values of Western society have deep roots in European civilization.
- Inquire into the conditions which made it possible for Europe, the birthplace of some forms of democracy, also to have experienced some forms of totalitarianism.
- Recognize how the struggle for political and human freedom in Europe, guaranteed by law and practiced by governments, has been a constant, never-ending one.
- Determine the extent to which each of the nations of Europe has contributed to the advancement and growth of European Civilization.
- Recognize how great leaders who were products of their times, had major roles in determining the future of Europe and of Western civilization.
- Develop the ability to read a wide variety of sources containing both fact and opinion and to establish criteria by which these sources can be evaluated.
- Interpret the study of history, deductively and inductively, using the tools of the scientific method of investigation.

Evaluation

Appraisal of student growth in terms of the purposes of the course is helpful in assessing success and in diagnosing difficulties. Class discussions, oral and written reports, panel discussions, and essay and objective type tests are useful means of appraising progress.

Examples of learning activities, including measures of evaluation, follow the course content of each unit. These have been developed in terms of the purposes stated on page iii.

INTRODUCTORY UNIT

THE RENAISSANCE AND THE REFORMATION PAVED THE WAY FOR THE DEVELOPMENT OF MODERN EUROPE

No study of modern Europe can be justified without an overview of the period of European history that served as the bridge between Medieval Europe and Modern Europe, namely the Renaissance and the Reformation. It was during this period that the base of modern European civilization was established. Many of the forces and the values which affect Europeans and the world today had their birth at this stage of history.

The study of the Renaissance and the Reformation is, in essence, an examination of the record of man's awakening to his endless potential, of his quest for truth and beauty, and of his search for security and freedom. Emphasized are the impact of the voyages of discovery and exploration, the rise of the capitalistic system, the revolts against established religious institutions, and the creation of national states. The combination of these elements provides a setting for a study of Modern Europe.

Suggested Time Allotment:
2 weeks

I. The Renaissance, which originated and flourished in Italy, was, in essence, an awakening to man's awareness of his own potentials and of those of his environment.

A. Geography had a major role in making possible Italy's many achievements during this period of history (1300 to 1600).

1. Trade and commerce resulting from the Crusades made Italy the crossroads of the European world.

2. Physical features, climate, soil, and location favored the rise of the independent city-states of Florence, Venice, Milan, and Rome as important centers of trade and culture.

B. The wealth and riches of the Papacy and of the independent city-states gave impetus to the rise of a commercial class, as exemplified by the Medicis of Florence, who encouraged the creation of great works of art and literature and the following of other cultural pursuits.

1. Europe and the world continue to be indebted to the great cultural heritage of the Renaissance.

* a. In literature, the foundation of the modern Italian language was established in such works as:

- The Divine Comedy, by Dante Alighieri

- The Sonnets, by Francesco Petrarca

- The Decameron, by Giovanni Boccaccio

* b. In art, the media of painting, sculpture, and architecture were explored by such artists as:

- Michelangelo Buonarroti, with his frescoes of the "Sistine Chapel" and sculptures of the "Pieta," the "David," and the "Moses"

- Leonardo Da Vinci, with his paintings of the "Mona Lisa" and the "Last Supper"

- Raphel Sanzio, with his paintings of the "Madonna of the Chair" and the "School of Athens"

c. Scores of other men contributed to many aspects of the world of art.

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* Enrichment

* 2. Intensive rivalries among Italian and other European city-states stimulated the development of modern political science, as exemplified by Niccolo Machiavelli's The Prince. It also encouraged an interest in scientific studies, both theoretical and practical, as evidenced by the works of Leonardo Da Vinci and by the experiments of Galileo Galilei.

3. A reverence for antiquity and, with it, an unending curiosity to uncover the mysteries of the past were strong motivations that developed into the school of thought known as humanism.

4. The concept of the total man, skilled and learned in a multitude of life's activities, was a contribution of the Renaissance; it continues to have an impact on European education today.

5. The medieval world, based on faith and on the teachings of Christian philosophers, was challenged by the rebirth of knowledge from antiquity and by the impact of the age of discovery and exploration.

II. From Italy, the Renaissance spread to Spain, France, England, Germany, and the Netherlands. In each European area influenced by the Renaissance, certain elements of the movement were prominent, while others had lesser roles.

* A. The Spanish contributed great masterpieces in art and literature, as exemplified by El Greco's painting of "The Burial of the Count of Orgaz" and by Miguel Cervantes' novel Don Quixote.

* B. The French author Francois Rabelais typified the Renaissance spirit of inquiry into man's spiritual beliefs and practices in his work Gargantua and Pantagruel.

* C. William Shakespeare's plays, such as Hamlet, and Sir Francis Bacon's Novum Organum, reflected the influence of the Renaissance in England.

* D. German humanists Ulrich von Hutten and Crotus Rubianus, co-authors of Letters of Obscure Men, satirized their concept of the worldliness and greed of the clergy. The German Renaissance in art was limited to painting and engraving, chiefly represented by the works of Albrecht Durer, as in his painting of the "Adoration of the Magi," and by Hans Holbein, known for his painting of "Erasmus."

* E. The Netherlands produced poliphonic choral music, as exemplified by the works of Joaquin des Prez, and created many fine works of art, such as van Eychs' altarpiece "Adoration of the Lamb."

III. The Reformation gave impetus to individualism and challenged the authority of the Church of Rome as the sole interpreter of spiritual matters.

A. Martin Luther, in the 95 Theses, who questioned many practices of the Roman Catholic Church, such as Papal taxation and indulgences, refused to recant; subsequently, he was excommunicated, thus paving the way for the establishment of Lutheranism.

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* Enrichment

B. Desiderius Erasmus, the noted Dutch humanist, also criticized many practices of the Church but refused to sanction or support Luther.

C. A chain reaction of events caused by Luther's break with Catholicism caused Europe to experience a series of bloody religious wars. Their outcome weakened the Papacy and reduced the effectiveness of the Church in combatting the growing Protestant movement.

  1. Many lords and kings, especially in northern Europe, became Protestants.

  2. The nationalistic character of the struggle between Rome and Protestant lords and kings was highlighted by Henry VIII's break with the Papacy and establishment of the Church of England.

  * 3. Sir Thomas More, Lord Chancellor of England under Henry VIII and humanist-author of the book Utopia, did not sympathize with the king's design of establishing a national church under subjection to the state. He was convicted and beheaded for refusing to take the Oath of Supremacy acknowledging the king as the head of the Church.

  4. Ulrich Zwingli founded the Reformed religion in Switzerland. In many respects, it was similar to Lutheranism but differed most widely on the interpretation of the Lord's Supper.

D. John Calvin, who became the new leader of the Reformed Church after Zwingli's death, differed mostly with Lutheranism on the doctrine of faith and salvation and developed the dogma of predestination.

  * 1. The philosophy of Calvin had its greatest impact in Switzerland and in France, where the Huguenots became its disciples.

  * 2. Calvinism also left its mark in the Netherlands and in parts of northern Europe; in Scotland, John Knox and his followers established the Presbyterian Church.

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* Enrichment

SUGGESTED LEARNING ACTIVITIES

I. Geographical Factors

/-- Ask students to locate on an atlas or on a desk map the major cities of Italy. Discuss the reasons why the cities were established at these locations. Instruct pupils to list the major geographical features, such as rivers and mountains.
Evaluation: Administer a brief objective test, matching each Italian city to the most significant geographical features which contributed to its growth.

*-- Assign a committee to perform research concerning the economic structure of a number of Italian, German, or Flemish communities during the fifteenth century. Appoint each member of the committee to contribute orally his findings to the class. Discuss with the class possible answers to the following question: "What were the geographic factors that determined the economic activities of the communities described in the reports?"
Evaluation: Administer an essay test, in which class members answer the following questions: "To what extent were geographical factors of major importance in determining the economic life of some of the leading European cities of the fifteenth century? What factors, other than geographic, may have been present?"

II. Moral and Spiritual Values

/-- Request that students list some of the practices of the Roman Catholic Church which were being questioned and attacked by a number of religious leaders and citizens during the Renaissance and Reformation period. Discuss the list with the class, and ask pupils to point out what basic teachings of Christianity were being violated by these practices.
Evaluation: Instruct students to imagine themselves as citizens of a German state in which Martin Luther was well known. Then, ask pupils to write an imaginary letter to another friend in Germany, expressing disapproval of some of the practices of the Roman Catholic Church.

-- Select a student to play the role of Martin Luther, and appoint a committee to act as the Emperor's court. Imagine that Luther is on trial and is asked to recant his beliefs. While the mock trial takes place, instruct the class to take notes of the proceedings. At the end of the trial, hold a class discussion to summarize the key points and issues that were brought out at the trial.
Evaluation: Instruct students to imagine themselves as German, Italian, Spanish, or English reporters who covered Luther's trial. Ask them to write a story reporting the proceedings and their significance to European society.

/ Adaptable for slow learners
* Generally for more able pupils

*-- Appoint a committee to prepare a "Meet the Press" conference. Several committee members should develop a battery of questions; these should then be directed to the panel of speakers. One panel member will represent Martin Luther, another will act as a ranking Bishop of the Roman Catholic Church, and a third will represent Desiderius Erasmus. Evaluation: Administer an essay test on the following subject: What were the key moral and spiritual values at stake at the time of the Reformation, as evidenced by the statements and actions of men like Martin Luther, Desiderius Erasmus, and the Pope? Would these values be applicable to today's society? Defend your position.

III. Democracy and Totalitarianism

/-- Appoint a panel to report on examples of democracy and democratic practices during the Renaissance. After panel members have reported, instruct students to list those European communities that most closely resembled the definition of democratic states and to discuss the reasons for their choices.
Evaluation: Request that students summarize in a brief paper the major points covered by the discussion.

-- Select a pupil to make a survey of a number of rulers in the Renaissance and Reformation period who best fitted the description of Machiavelli's The Prince. (Cesare Borgia, Machiavelli's model, may be used as a starting point.) Ask the pupil to present an oral report, and require class members to take notes. Through class discussion, summarize the characteristics of the rulers and leaders surveyed that identify them as totalitarian.
Evaluation: Administer an essay test to consider answers to the following question: "In what respects did the petty tyrants and rulers of the Renaissance practice Machiavelli's standards for totalitarian dictators?"

-- Assign the class to read in the textbook about the tyrants and rulers of the Renaissance. Then discuss the meaning of the following terms: petty tyrant, benevolent dictator, ruthless dictator, and totalitarian. Also discuss answers to the following: What examples of dictators are there in the world today?
Evaluation: Request that students prepare a notebook chart listing as many examples of dictators and petty tyrants as they can identify from their reading and class discussion. The chart should include the names of the rulers and the place and period of time in which they ruled. Students also should include two examples of each dictator's practices.

IV. Political and Human Freedom

/-- Select several library books and read to the class excerpts that describe living conditions in Europe during the fifteenth and sixteenth centuries. Instruct students to take notes and to place a star in front of those items which concern political and human freedom. After the readings, ask students to discuss the notes. On the chalkboard, list those items which demonstrate the lack of political and human rights that

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/ Adaptable for slow learners
* Generally for more able pupils

existed during this period of history. Ask: "Why were those rights non-existent at that time?"
Evaluation: Administer a brief objective test, in which class members check which of the political and human rights existed in Europe during the fifteenth and sixteenth centuries.

*-- Hold a mock trial in which the leaders of the Peasants' Revolt (1525) are sentenced to death by the German princes. Appoint a three-member committee to act as the defendants and a committee of five pupils to act as a tribunal of princes. Each committee member should be prepared through library research to present his case. A list of charges should be compiled by the panel of judges. During the proceedings, class members are to take notes. After the trial, lead a class discussion in which the following are considered: (1) Why did the peasants revolt? (2) Against what people and institutions was the revolt directed? (3) Why was the revolt unsuccessful? (4) What political and human rights, as we understand them, were violated by the trial?
Evaluation: As a summary of the mock trial, instruct students to prepare a list of grievances that the peasants would have presented to the princes of Germany in 1525.

-- Appoint a committee to plan an oral report for the class on the attempts by various groups to revolt against established authority during the Renaissance and Reformation period. A starting point might be a report on the downfall of the Medicis of Florence. The committee should point out the extent to which these uprisings succeeded or failed and the reasons involved. After the oral reports, class discussion should emphasize the problems that prevented democratic solutions during that period of history.
Evaluation: Request that students prepare a paper regarding answers to the following question: "To what extent did people during the Renaissance and the Reformation have political and human rights as we understand them today?" Ask class members to cite examples to support their conclusions.

V. Contributions of European Nations

⁄-- Select a committee to prepare a bulletin board display in which several countries of Europe are featured and their contributions to European civilization in various fields are pictorialized. These could be shown through pupil drawings, cartoons, and charts, or through a collection of travel brochures and posters. Committee members are to present brief oral reports to the class, discussing the significance of the display.
Evaluation: Instruct students to prepare a series of questions and answers based on the bulletin board display and committee reports.

⁄ Adaptable for slow learners
* Generally for more able pupils

*-- Delegate to a committee the responsibility of preparing and organizing an imaginary educational T.V. program. The group should in turn appoint a script writer, a prop man, and two resource staff members. Their task will be to present a travelogue tour of Europe, using such visual aids as slides, photos, posters, or art books; and, through the narration, to relate the background story of important European art works, literary selections, or other achievements which are of lasting significance. After the program, permit class members to ask questions, and list the committee's contributions for further discussion.
Evaluation: Instruct class members to write a summary in support of or opposed to the selections and the conclusions arrived at by the committee.

-- Plan a slide or filmstrip lecture covering the following topics: (1) the art contributions of the Italian, Flemish, German, French, Spanish, and English Renaissance; and (2) the literary contributions from these same areas. Discuss the reasons why these masterpieces have had a lasting influence on European civilization. In what specific ways did each area contribute to the cultural enrichment of Europe and the world?
Evaluation: Administer an essay test in which students answer the following question: "What were the characteristics of the outstanding art and literature of the Renaissance that contributed to the advancement of European civilization and have continued to influence European society today?" Instruct class members to cite examples and to defend their answers.

/-- Arrange a field trip to the L.A. County Art Museum. During a visit to the Renaissance art collection, ask students to list the art works on display, and instruct them to react by writing brief comments or descriptions concerning each work of art. Secure from the museum descriptive folders of the work, and appoint a student to lead a discussion reviewing observations during the field trip. Invite students to contribute their reactions.
Evaluation: Select a panel to discuss answers to the following: (1) What were the characteristics of Renaissance Art that identified it as such? (2) Which of these characteristics contributed to the development of European art and transcended any given period of time?

/-- Select the names of ten outstanding leaders of the Renaissance and Reformation period in Europe, and write these on the chalkboard. Ask class members to obtain information about the leaders from the textbook and to prepare a chart listing their names; the areas in which they resided; and, finally, an outstanding achievement of each. Review the results with the class through discussion and use of the charts. Then list on the chalkboard the information which the pupils learned from the reading assignment. Request that class members select the three most outstanding leaders from the list.
Evaluation: Conduct a competition in which each student is to complete in writing this statement: ____________, ____________ and ____________ are my choice as the outstanding leaders of the Renaissance and Reformation because: ____.

/ Adaptable for slow learners
* Generally for more able pupils

VI. Great Leaders

/-- Appoint a committee to prepare a "Hall of Fame" bulletin board display featuring the outstanding leaders of the Renaissance and Reformation. Committee members are to attempt to select personalities from diverse fields but not necessarily political, religious, or military leaders. The committee chairman is to present an oral report and lead a class discussion based on the display. Class members are to take notes. Evaluation: Select a team of three boys and a team of three girls. Stage a contest in which class members will direct questions to the contestants through a student leader regarding the "celebrities" of the Renaissance and Reformation periods. Appoint a student to act as a score keeper. After the contest, instruct class members to write a number of paragraphs summarizing the significance of the achievements of the leaders described by the contestants.

*-- Instruct a committee to select the five outstanding leaders of the Renaissance and Reformation. Through the use of textbook and library resources, the committee chairman should assign to each member the compilation of a biographical survey concerning one of the selected leaders. Instruct committee members to record the favorable as well as the unfavorable achievements of each "celebrity." Stress the fact that many leaders expounded unpopular causes, or were unpopular in terms of the established authority, at that time. Each committee member is to present an oral report making frequent use of references to sources of information. Emphasize to the class evidences of conflicting versions or points of view regarding the role and significance of each leader.
Evaluation: Administer an essay test based on the following question: "To what extent were the leaders responsible for the movements leading to the Renaissance and the Reformation?" Instruct students to cite specific examples and to defend their answers.

VII. Sources

-- Ask students to bring to class several accounts covering the events of Martin Luther's excommunication as recorded at the time of the event. These should be representative of the Papal, Luther's, and a third disinterested party's points of view. Instruct class members to select representative excerpts and to present a ten minute oral report, stressing the contrasts in the accounts and interpretations.
Evaluation: Discuss with the class the reasons for the differences in the accounts of a specific event. Point out examples in daily life, such as the differences in the reports of two drivers involved in an auto accident, or a spectator's reaction to an "unpopular" call by a plate umpire. Then review with the class the main points covered in the accounts of Luther's excommunication. Ask students to summarize these points in their notebooks.

/ Adaptable for slow learners
* Generally for more able pupils

-- Since Galileo Galilei is regarded by many historians as the father of modern science, direct a panel to present evidence to demonstrate that Galileo was not as highly respected in his lifetime as he is today. Ask panel members to consider the following: What groups and individuals attacked and ridiculed Galileo's theory and experiments? What were the conclusions of the critics regarding the significance of his achievements? What evidence can be found in journals, periodicals, books, and other documents that were written during Galileo's lifetime in support of his experiments and views? How do these compare with the critical accounts?
Evaluation: Instruct the class to write a brief description of the problems that a student faces in determining the accuracy and validity of an historical event, or an account of an historical figure's impact on civilization. Use the life of Galileo as an example.

*-- Appoint a committee to study several significant Renaissance writings related to the Humanists' research into Greco-Roman antiquity. Ask the members to compare these documents with contemporary scholarly research reports. Instruct the committee members to summarize their findings and to present an oral analysis of their report. Through class discussion, elicit from the students the reasons for the diversity of factual information as well as for the variations in analytical interpretation.
Evaluation: Administer a test based on the following essay question: "What do the documents and papers of the Renaissance reveal about the reliability of sources, especially those pertaining to antiquity?

VIII. Deductive and Inductive Reasoning

/-- Point out that Columbus believed the earth is round and set out to prove that he could reach the Indies by sailing constantly westward. To most of his contemporaries, he was regarded as odd, if not insane. Ask the class to discuss answers to the following: "If you were living in Columbus' time, why would you laugh or ridicule Columbus' ideas? What would be your views about the earth, the sun, the moon, and the planets? What would be the reasons for your conclusions? What type of reasoning was involved? What were the weaknesses of this approach?"
Evaluation: Direct class members to list the observations and the reasons Columbus used to support his views that the earth is round. By today's standards of thinking, what steps did Columbus use to arrive at his conclusions?

*-- Appoint a committee to collect samples of scholarly treatises by outstanding figures of the Renaissance and Reformation. Using Leonardo Da Vinci's notebooks as an example, instruct committee members to report on the methods of observation used and the methods employed to arrive at the conclusions based on the observations. The committee should be prepared to point out the weaknesses of the methods utilized by the leaders of the period. Lead a class discussion concerning the methods that should have been employed to reach more valid conclusions.
Evaluation: Instruct students to write several paragraphs listing the ways in which Renaissance and Reformation thinkers developed techniques for deductive as well as inductive thinking and to cite as many examples as possible.

/ Adaptable for slow learners
* Generally for more able pupils

*-- Divide the class into several committees representing each of the following:

Roman Catholic Church

Lutheran Church

The Calvinist

Presbyterian Church

Other Religious Denomination

Request that each committee prepare a case supporting its position by conducting research concerning the dogmas, principles, and teachings of the respective faiths. Then ask the committees to present oral reports to the class, following this format:

"I believe in my faith because _________."

At the end of each presentation, direct the class to ask committee members to analyze the reasoning processes used in reaching their conclusions. In view of the controversial nature of the topics, instruct students to make every effort to maintain an objective approach and to make clear that no position is more support than another. The main point to be stressed is that each group developed a technique to justify the philosophy which it represented.
Evaluation: Ask class members to prepare a list of the approaches used by the various religious groups during the Reformation to support their respective teachings.

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* Generally for more able pupils

UNIT ONE

THE RISE OF THE MODERN NATIONAL STATE AND THE COMING OF THE AGE OF ENLIGHTENMENT PREPARED THE WAY FOR THE GROWTH OF DEMOCRACY IN SOME AREAS OF EUROPE

In this unit, a survey is presented at the rise of Spain, France, England, Sweden, Prussia, and Russia as major national states. Emphasized are the ambitions and conflicting interests of major rulers and the consequences of their policies. Concurrent with political events, the economic, social, and cultural forces are traced that created the environment of the time, which is known as the Age of Enlightenment.

Suggested time allotment:
4 weeks

I. Costly wars of conquest hastened the decline of feudal institutions and strengthed the position of the national monarch as the head of the state.

- A. In the sixteenth century under Charles V and Philip II, Spain became the most powerful political state in Europe.
    - 1. Many small feudal kingdoms were absorbed, and neighbors were forced to bow to Spanish power and prestige.
    - 2. Spain waged war against all enemies of Catholicism and became the center of the Counter Reformation.
    - 3. Questionable internal policies of the Spanish king and misguided military ventures against England and its allies led to the recession of Spain as a major power.
- B. The Elizabethan Age of the late sixteenth century prepared the way for England's role as the dominant European naval power.
    - 1. The strong policies of the Tudor monarchs -- Henry VII, Henry VIII, and Elizabeth I -- united the English people.
    - *2. A new spirit of national consciousness was reflected in the golden age of literature and the arts.
    - 3. In the seventeenth century, England became involved in religious and political internal strife which was to result in a weakening of absolutism and a strengthening of parliamentary government.
- C. In the seventeenth century under Louis XIII and XIV, France became the dominant national power in Europe.
    - 1. Strong ministers, such as Cardinal Armand de Richelieu and Cardinal Jules Mazarin, assisted in strengthening of the position of the king as a "divine right" monarch.
    - 2. Catholic France, allied with Protestant Sweden against the Hapsburgs of Germany during the Thirty-Year War, secured the province of Lorraine, which helped to establish France's present boundaries.
- D. As France and England grew in stature, Prussia, Russia, and Sweden also emerged as important national states.
    - 1. The policies of Prussian kings, such as Frederick the Great, caused Prussia to become the leader in efforts to unite Germany.
    - 2. Peter the Great and Catherine the Great of Russia established royal authority as the supreme power over the Russian people.

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* Enrichment

3. Gustavus Adolphus, King of Sweden, made possible the territorial expansion of his nation by the the annexation of many German lands along the Baltic coast.

E. Other national states were established or were destroyed by the major warring powers.

1. Switzerland and Holland were recognized as free and independent nationsby the Peace of Westphalia in 1648.

2. At the end of the eighteenth century, Poland was partitioned by neighboring Austria, Prussia, and Russia.

II. The intellectual, cultural, and social awakening of the Age of Enlightenment prepared the way for the downfall of the Old Regime.

A. Scientific curiosity, as demonstrated by the works of Johann Kepler, Galileo Galilei, Rene Descartes, Sir Isaac Newton, and others, led to the development of new concepts about the universe.

*1. Johann Kepler's laws accurately described the motion of the planets.

*2. Galileo Galilei, through his experiments, became known as the father of modern science.

*3. Rene Descartes stressed the method of deductive reasoning as the path to knowledge.

*4. Sir Isaac Newton, through his experimentation in gravitational theories and momentum forces, came to be regarded as the principal founder of the Enlightenment.

B. In the Age of Enlightenment, use of reason, natural laws, the 'return to nature' approach to life, and the perfectibility of human nature and society were stressed.

1. Voltaire, whose real name was Francois Marie Arouet, was the embodiment of the Age of Reason and the outstanding critic of the Old Regime.

*2. Other intellectuals of the eighteenth century, such as Jean Jacques Rousseau and John Locke, also took issue with philosophy of divine rights and were bitter critics of autocractic monarchies.

C. The arts, including painting, architecture, music, and literature, expressed the character of the Age of Enlightenment in various forms of classicism, utilizing the baroque and the rococo styles.

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*Enrichment

1. The palaces of the kings, the nobles, and the hierarchy of the Church of Rome exemplified the splendor of temporal and spiritual rulers.

2. State subsidization of the arts became an integral part of the established order.

    *a. Artists, such as Jules Hardouin Mansart, the architect of Versailles, and Antoine Watteau, known for his paintings of court life, were favorites of the French Court.

    *b. Musicians like Johann S. Bach, with his chorales and organ music, George F. Handel, with his oratorios, and Franz Joseph Haydn, with his symphonies and chamber music, achieved world-wide fame.

3. Reverence for form and detail were outgrowths of the classicism of the sixteenth and seventeenth centuries.

4. Same non-conformists contributed to the enrichment of the arts.

    *a. Rembrandt van Rijn painted subjects from real life and applied new knowledge of light and shadow to his work, as exemplified by his painting "The Anatomy Lesson."

    *b. Francisco de Goya depicted royalty in his paintings in a critical, satirical manner and also sketched subjects detailing the horrors of war in a series known as "Disasters of War."

D. The excesses and corruption of the Old Regime in France contributed to its downfall and led to the growth of democracy.

1. The splendor and sumptuousness of life among members of the royalty and the nobility were in marked contrast to the living standards of the common people.

2. Unwise economic policies, such as the levying of unreasonable taxes and the buildings of lavish edifices, hastened the decay of the established order.

3 3. Other factors, such as the flagrant disregard for basic human rights, contributed to the inevitable revolt by the people.

4. The calling of the Estates General by King Louis XVI in 1789 was an effort to resolve France's financial crisis. Instead, however, it resulted in demands by the bourgeois class and commoners for constitutional government and for doubling of the Third Estate.

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*Enrichment

5. The refusal of the First and Second Estates to cooperate with the leaders of the Third Estate led to the establishment of a separate National Assembly. It represented the bourgeois class and the commoners, who proclaimed themselves as the true representatives of the French people.

6. King Louis XVI, in an effort to suppress the activities of the National Assembly, closed the hall at Versailles where the deputies met. Undaunted, the Assembly moved into a large tennis court nearby and took the Tennis Court Oath, which marked the preliminary step toward the outbreak of the French Revolution

SUGGESTED LEARNING ACTIVITIES

I. Geographical Factors

-- Ask students to refer to a map of Europe at the beginning of Charles V's reign and to a map at the time of his death. Ask class members to list the lands which Charles V acquired and to discuss how the lands were obtained. Also instruct students to list other examples of empires which they have studied.
Evaluation: Ask each student to mark on an outline map of Europe those territories that were part of Charles V's empire at the beginning and at the end of his reign. Instruct class members to use different shadings to label original lands from those that were added during Charles V's lifetime. Each major acquisition should be labeled and, at the bottom or on the opposite side of the desk map, a statement of the manner by which the land was acquired should be recorded.

-- Request that students mark and identify on an outline map the countries of Europe that were existing at the time of the Treaty of Westphalia. Compare the results with a present-day map of Europe. Ask class members to list those nations which appear on both maps and to place a check mark in front of the names of these nations. Lead a class discussion of the circumstances that favored some nations and people over other groups in their rise to prominence as powers on the European scene.
Evaluation: Request that students write a brief description of the reasons for and the circumstances that led to the Treaty of Westphalia. Discuss the results of the assignment, and list on the chalkboard the key points that were covered. Then ask class members to select the most important points. Demonstrate through discussion the importance of the nationalism and balance of power concepts in the preparation of the Treaty of Westphalia.

*-- Appoint a committee to conduct research concerning the way in which Spain, England, and France utilized the resources of their colonial possessions to develop their economy. Ask the committee to present an oral report covering the following points: (1) To what extent did the respective governments control, guide, and regulate economic activities in the colonies and at home? (2) How did geographic conditions, such as climate, soil and water resources, determine the nature of the economic development in the colonies and at home? (3) To what extent were the means of transportation and communication developed? (4) How was the manpower utilized? (5) Which economic system, if any, worked better?
Evaluation: Direct class members to assume the role of a Spanish, English, or French economist of the seventeenth century and to write a description of a program for domestic and colonial development.

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* Generally for more able pupils

II. Moral and Spiritual Values

/-- Ask students to read descriptions of court life in the reigns of Louis XIV and Louis XV from the textbook and from supplemental materials. Lead a class discussion of some of the practices of the nobility that were questionable and subject to criticism from the standpoint of moral values, and list the procedures on the chalkboard. Discuss how they helped to bring about the French Revolution.
Evaluation: Instruct the class to write several paragraphs discussing the questionable practices of the court nobles during the reign of Louis XIV and Louis XV.

*-- Select a committee to prepare an "I was There" dramatization of the Papal excommunication of King Henry VIII of England and to discuss the moral issue of divorce from the standpoint of the Church of Rome and Henry VIII. The committee should appoint one member to portray Henry VIII and another to play the Pope's role. Each member should be prepared through library research to document and support his case.
Evaluation: Instruct students to prepare a chart summarizing the key arguments presented by the Roman Catholic Church against divorce and those stated by Henry VIII in support of it. Treatment of this moral issue should be based on the record of the events concerning the excommunication of Henry VIII.

-- Appoint a committee to survey the major plays of William Shakespeare and to report orally to the class, pointing out, in particular, examples of references to English national pride, to patriotism as an ideal, to courage, to virtue, and to other moral and spiritual qualities basic to Western civilization. Through discussion, help the class to determine how Shakespeare's plays helped to instill positive moral and spiritual values.
Evaluation: Administer an essay test based on the following question: "To what extent did Shakespeare's plays mirror the moral and spiritual values of the Elizabethan Age of England?" Ask students to cite examples.

III. Democracy and Totalitarianism

-- Write the terms totalitarianism, democracy, divine right of kings, and rights of man on the chalkboard. Discuss with the class the meanings of the terms, and ask students to list examples in their notebooks. Point out that democracy, while deeply rooted in the life of the ancient Greek city of Athens, nevertheless was suppressed throughout the centuries by many forms of totalitarianism, of which the divine right monarchy concept is an excellent example.
Evaluation: Direct class members to complete in writing the following statement: "If I were a Divine Right King, I would issue the following edicts: ______________________________

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Ask students to present orally their edicts and to discuss them with the class.

/ Adaptable for slow learners
* Generally for more able pupils

-- Select a committee to plan an "I Was There" dramatization of the trial of Charles I of England by the Cromwellian Parliament. Choose from the committee a member to play Charles I, another to play the role of the prosecutor for Parliament, and other members to act as witnesses. After the dramatization, request that the class consider why, during the seventeenth and eighteenth centuries, divine right and absolutism were generally rejected by the English people, while on the continent of Europe these concepts remained firmly entrenched.
Evaluation: Instruct the class to write an imaginary letter in defense of King Charles I, concemning the proceedings and the sentence of Parliament against him.

*-- As a research project, ask students to prepare a paper comparing the totalitarian dictatorship of Oliver Cromwell with that of his predecessor, King Charles I. What methods did each use to force his will on the people? In what respects was each man different in his approach? Why was the monarchy restored after the fall of Cromwell? What does this event indicate about human nature?
Evaluation: Arrange for class members to hold a debate on the following topic: RESOLVED: That the English people preferred to return to the Stuart monarchy brand of absolutism rather than to be subjected to Cromwellian absolutism.

IV. Political and Human Freedom

-- Read an account to the class of the struggle of the Dutch to win their independence from Spain. Then review with the class the reasons for the struggle. Instruct students to list the key points covered, and ask them to compare these with some of the causes reported by our forefathers in their struggle for independence. Discuss with the class what basic human and political freedoms were at stake in the Dutch revolt.
Evaluation: Instruct the class to make a list of grievances that the Dutch might have presented to the Spanish king.

-- Appoint a panel to participate in a "Meet The Press" type interview. The panelists chosen from the class should represent John Locke, Jean Jacques Rousseau, and Voltaire. Another group of students should act as interviewers and collect from class members a battery of questions to direct to the "guest" panelists. Designate a student to act as a recorder and to summarize for the class the responses of the panelists at the end of the session.
Evaluation: Ask the class to prepare a chart comparing the philosophies of John Locke, Jean Jacques Rousseau, and Voltaire as their views related to the rights of men. At the bottom of the chart, each student should list the reasons why these men expressed their views.

/-- Divide the class into five groups, each representing a segment of the French people at the time of the fall of the Bastille in 1789, as follows: (1) the peasants; (2) the merchants; (3) the parish priests; (4) the wealthy hierarchy of the clergy; (5) the nobility. Ask the members of each group to use library references in preparing a paper from 100 to 300 words in length describing how that group viewed the events leading to the French Revolution.
Evaluation: Instruct class members to prepare a chart entitled "The Grievances of Cross Sections of the French People Toward the Crown." Ask students to list the items presented by the committee members for comparison.

/ Adaptable for slow learners
* Generally for more able pupils

V. Contributions of European Nations

-- Assign a bulletin board committee to prepare a display featuring the contributions of European nations to Western civilization during the seventeenth and eighteenth centuries. The display may be organized as a time chart; or, it may be arranged by areas of human endeavor, such as art, science, literature, philosophy, and political thought. Each committee member should give a brief talk about some aspect of the display. Through class discussion, stress that European civilization stems from many sources and that no one nation or people can rightfully claim credit for the total product. Each has benefited from the exchange and absorption of ideas, of values, and of material products. Ask the students to list any contributions that have been detrimental to European civilization.
Evaluation: Administer an objective test covering the contributions of European nations during the seventeenth and eighteenth centuries.

-- Appoint a committee to plan and present a dramatization entitled "The Age of Enlightenment and Its Impact on European Civilization." Through the dramatization, the students are to point out the people and the nations with major roles in contributing to the advancement of the European community. Instruct class members to take notes during the dramatization.
Evaluation: Conduct a class discussion based on class reactions to the dramatization. Summarize on the chalkboard the main points of the discussion.

*-- Plan a library research session with the class. Instruct students to prepare a paper highlighting the contributions of various nations to European civilization during the seventeenth and eighteenth centuries. Advise the class to include some examples of negative as well as positive contributions. Collect all reports, and appoint a committee to select the best three for oral presentation to the class.
Evaluation: Ask the special committee to act as a panel of experts, and instruct other class members to conduct an "Information-Please" review discussion based on the oral reports.

VI. Great Leaders

/-- Instruct class members to obtain from their textbooks and other sources the names of outstanding European personalities of the seventeenth and eighteenth centuries. Ask students to list the names in their notebooks under the heading "Famous People of Seventeenth and Eighteenth Century Europe." After the name of each famous person, class members are to write brief descriptions of their specific contributions. Discuss the findings of the class, and help students to select the ten persons who made the most significant contributions.
Evaluation: Plan a question and answer class session. Instruct students to make up a set of "Who Am I?" questions. Designate two teams to compete in answering class questions.

/ Adaptable for slow learners
* Generally for more able pupils

-- Assign a student to present an oral report on the life of King Louis XIV of France. After the report, discuss with the class the reasons why many historians label the period in which the king lived as the Era of Louis XIV. To what extent is this judgment justified?
Evaluation: Ask class members to imagine that they were editors of a French newspaper at the time of King Louis XIV's death. Instruct them to write a eulogy on his life and achievements. Select the best editorials, and arrange for them to be read to the class. For contrast, discuss with the class the criticisms that historians and history students have directed toward Louis XIV.

-- Appoint a committee to prepare biographical reports on Queen Elizabeth of England, Catherine the Great of Russia, and Maria Teresa of Austria. Ask the committee to determine through research why these women had such a prominent role in an essentially male-dominated world. What were the personal qualities of these women and the circumstances which made them famous? The committee should present its findings and be prepared to answer questions from the class.
Evaluation: Instruct students to write an essay on the subject "Famous European Woman of the Seventeenth and Eighteenth Centuries and Their Influence on European Civilization."

VII. Sources

/-- Write on the chalkboard a list of items, such as names of persons, places, and objects associated with the events of seventeenth and eighteenth century Europe. Then instruct class members to name what source reference should be used to identify each item. In the case of Versailles, for example, students should suggest an atlas, an encyclopedia, and the library card catalog for detailed accounts. Follow this pattern with other examples, and obtain class suggestions concerning other items for source exploration.
Evaluation: From the list on the chalkborad, direct each student to choose one item for a brief library research project and written report. Ask class members to underline any information obtained from their research not covered in the textbook.

*-- Review with the class through discussion the key ideas expressed in the Declaration of Independence of the United States. Request that students list these in their notebooks. Then, instruct the class to trace the sources of these ideas through research in the library. Ask each student to list the sources and to summarize the statements and quotations from which the ideas in the Declaration were inspired. Summaries should include dates and locales where views originated.
Evaluation: Arrange a round-table discussion in which a group covers the following topics: (1) the people whose thoughts and views inspired the Declaration of Independence; (2) the specific views expressed; (3) the problems that were obstacles to the implementation of these ideas in Europe.

/ Adaptable for slow learners
* Generally for more able pupils

*-- Ask a committee to prepare a panel report on the life of Frederick the Great of Russia as an example of enlightened despotism. A committee member should discuss the views of Frederick as stated in his *The Political Testament of Frederick II* (1752), emphasizing references to sources quoted in the work. Instruct class members to discuss with the committee the validity, or more accurately, the manner in which, an historian can verify the validity of Frederick's references and interpretations.
Evaluation: Assign an essay in which students show how Frederick the Great used historical records and other sources to justify and explain his views on enlightened despotism.

VIII. Deductive and Inductive Reasoning

/-- Instruct class members to obtain information concerning the life of Sir Francis Bacon from the textbook or supplemental materials. Discuss some of the contributions of Bacon, paying special attention to the steps in thinking and observation that he devised. Write these steps on the chalkboard, and ask students to take notes. Request that class members suggest situations that require "inductive reasoning." Also ask, "Why was Bacon's method of thinking an improvement over other methods?"
Evaluation: Instruct class members to make a list in the proper sequence of Bacon's steps to inductive reasoning.

*-- Select a committee to study the experiments and works of Galileo Galilei, Rene' Descartes, Johann Kepler, Sir Isaac Newton, and Antoine Lavoisier. The committee may also wish to perform research concerning other scientists of the Age of Enlightenment. Committee members should be prepared to demonstrate to the class the methods of observation, recording, and evaluation which each scientist used or developed.
Evaluation: Appoint a committee to act as a panel of famous scientists, such as Galileo, Descartes, Kepler, Newton, and Lavoisier. After a "Meet the Press" presentation, designate another group to interview the scientists. The questions should be designed to stress the method of reasoning employed by each scientist.

*-- Plan an imaginary debate between Rene' Descartes, an exponent of deductive reasoning, and Sir Francis Bacon, a champion of inductive reasoning. Select two teams - one to support Descartes' views and the other to cover Bacon's views. Each team should be prepared to document its case, using as many library references and sources as possible. After the debate, ask class members to discuss the merits of each method of reasoning.
Evaluation: Instruct class members to write an essay in which they state the cases pro and con for deductive and inductive reasoning.

/ Adaptable for slow learners
* Generally for more able pupils

UNIT TWO

THE LATE EIGHTEENTH AND THE NINETEENTH CENTURIES WERE CHARACTERIZED BY REVOLUTIONS -- POLITICAL, INDUSTRIAL, SOCIAL, AND CULTURAL -- AND BY NATIONALISM AND IMPERIALISM

In this unit is traced the story of the political revolutionary upheavals of the eighteenth and nineteenth centuries, beginning with the French Revolution and culminating with the movements in Italy and in Germany for national unification. The industrial revolution and its impact on the social, economic, and political structure of European life also are surveyed.

In addition, attention is directed to the cultural revolutions of the eighteenth and nineteenth centuries that were productive of new media of expression in the arts and which centered around the Romantic and the Impressionistic movements.

Suggested time allotment:
5 weeks

I. Developments during the French Revolution and the Napoleonic Era helped to introduce the democratic ideals of "liberty, equality, and fraternity" throughout many parts of Europe.

A. The English Glorious Revolution and the American Revolution set the stage for the French Revolution.

1. The concepts of limited monarchy and of parliamentary government replaced absolutism and divine right; traditional rights of Englishmen were reaffirmed.

2. The success of the American revolutionaries in winning independence inspired liberal nobles, intellectuals, and the common people in France to attempt to overthrow the Old Regime.

B. The violent and bloody nature of the French Revolution alarmed established political regimes in many European nations.

1. The European coalition of old monarchies plotted to overthrow revolutionary governments and to restore Bourbon autocracy.

2. The French people engaged in a war to defend their nation and newly won freedom against external and internal enemies.

C. Napoleon Bonaparte, as ruler of France, built a vast empire. However, overextension of resources and the inevitable resistance to tyranny brought about his downfall.

1. Out of the chaos caused by the Reign of Terror, Napoleon seized control of the French government and reoriented the aims of the French Revolution to his own mold.

2. Significant military exploits and victories revolutionized concepts of warfare and made France the dominant power in continental Europe.

3. France's treatment of conquered enemies bred hatred and bitterness and created strong feelings of nationalism.

4. The Russian campaign marked the beginning of the end of Napoleon's power.

D. The Napoleonic Era affected the nature of French and European society and led to the development of many new institutions.

* 1. The French legal system was revised, and the Code Napoleon became the basis of French law. It established equality before the law, regardless of rank, wealth, or religion, for all Frenchmen.

2. The roots of the present French educational system were established by Napoleon, who replaced the church schools with a national system of education.

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* Enrichment

3. The relationship between Church and State was redefined, and the Roman Catholic faith was declared the religion of the great majority of Frenchmen; salaries of duly consecrated priests and bishops were to be paid by the French government.

4. The seeds of nationalism and liberalism were planted among many subject peoples, as in the case of Germany, where Napoleon began the consolidation of independent states.

II. The Congress of Vienna introduced in an era of reaction, and efforts were made to reinstate the Old Order.

A. The principle of legitimacy was applied to restore the nations of Europe, wherever possible, to the control of their former rulers.

B. Charles Maurice Talleyrand, the brilliant French diplomat who had survived the Revolutionary and Napoleonic eras, influenced the Congress to secure France's borders as of the year 1792 and to restore the Bourbon dynasty under Louis XVIII as a constitutional monarchy.

C. Prince Metternich as the leader of the "Concert of Nations," fought liberalism and nationalism.

* 1. As part of the plan developed by the Congress of Vienna, representatives of the member nations agreed to meet frequently in congresses, as they did in the sessions held at Aix-la-Chapelle in 1818, Troppau in 1820, Laibach in 1821, and Verona in 1822.

2. Liberal and nationalistic movements in Germany ruthlessly were suppressed by the application of the Carlsbad decrees of 1819, which tightened the laws of censorship and spurred efforts to apprehend revolutionaries.

3. The Quadruple Alliance of Russia, Austria, Prussia, and England, (later joined by France) attempted to aid Spain in crushing revolutionary movements for independence in Latin America. Their efforts were frustrated by England and by the announcement of the Monroe Doctrine by the United States.

D. The breakdown and collapse of the Metternich system resulted in the establishment of new national states and in the advancement of constitutional forms of government.

1. Greece and Belguim won their independence and became new members of the family of nations.

2. The Revolution of 1830 in France, marked by street fighting and general violence, brought an end to the reactionary rule of Charles X, the Bourbon king. Citizen Louis Philippe, a symbol of the power of the middle class, became a new constitutional monarch and the ruler of France.

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* Enrichment

3. In Great Britain, popular discontent with the conservative policies of the government led to Parliament's passage of the Reform Bill of 1832. Thus, by constitutional, evolutionary methods, reforms were achieved in contrast with revolutions and other forms of violence that were utilized in some areas of Europe.

4. The Revolution of 1848 in France was largely a result of the failure of Louis Philippe's regime to carry out promised social and economic reforms.

5. Although revolts and uprisings in Germany, Italy, Austria, and Hungary during 1848 were suppressed, the Hungarian revolution succeeded in forcing Metternich into exile.

6. Despite the failure of the 1848-49 revolutions, liberal institutions were promulgated in many European countries, and the working classes began to emerge as a claimant to power as a result of the growing trend toward equality.

E. Conditions in France, arising from the Revolution of 1848, led to the short-lived Second French Republic, at which Louis Napoleon was President. He then used his office to stage a coup d'etat to perpetuate himself as Emperor of France in the image of his great uncle.

1. Involvement in the Crimean War increased Louis Napoleon's prestige and helped to lay the groundwork for the rise of Italy and Germany as national states.

    a. Count Camillo Benso di Cavour, foreign minister of the House of Savoy, secured French military aid in a war against Austria. This move, together with the support and assistance of Giuseppe Garibaldi and his followers, partly succeeded in unifying Italy.

    b. Louis Napoleon's reluctance to antagonize the Pope and Austria further delayed the final stages of Italian unification and the annexation of Rome. This development finally came about during France's involvement in the Franco-Prussian War of 1870, when Italian forces occupied Rome and forced the Pope to give up his remaining territorial possessions, except for what is now Vatican City.

    c. Prior to the Revolution of 1848, Prussia had encouraged the German states north of the Mainz River to enter into an economic union (Zollverein) as the first step toward eventual political unification under Prussian leadership.

    d. However, Austrian influence in German affairs was an obstacle to political unification.

    e. Prince Otto von Bismarck, the Iron Chancellor of Prussia, succeeded in accomplishing the unification in a series of wars against Denmark, Austria, and, finally, France, in which Prussia was victorious and demonstrated its military strength and leadership.

2. The humiliating defeat at the hands of the new German nation in 1870 temporarily ended France's dominant political position in Europe.

3. The second Napoleonic empire was overthrown by a bloody revolution in 1870-71, and the Third Republic was established.

4. Refusing to accept the humiliating peace settlement and the authority of the new National Assembly, radical elements set up the Paris Commune in 1871. It was overthrown after two months of bloody fighting.

III. The Industrial Revolution, which originated in England, opened up new horizons for the harnessing and use of the earth's resources.

A. Geographical location; basic resources, such as water, coal, and iron; ample manpower; investment capital; and relatively stable political conditions were some of the factors in England that encouraged invention, scientific advancement, and the development of new methods of manufacturing.

B. The growth and development of the Industrial Revolution on the continent of Europe were delayed because of the reactionary policies of some rulers.

C. After 1870, the Industrial Revolution increased steadily in momentum.

1. Scientific discoveries improved man's welfare and health.

2. New developments in transportation and communications made possible the expansion of trade and commerce.

3. Advancements in technology stimulated the growth of large industries and factories.

IV. The Industrial Revolution had significant economic, social, and political effects.

A. The theory of laissez-faire, as proposed by the English economist Adam Smith in his book the Wealth of Nations, became the basis of the modern capitalistic system.

B. New forms of big business enterprises, such as corporations, trusts, pools, and cartels, were created.

C. New relationships developed between employers and employees from which, as an example, arose the labor union movement.

D. Mass migration from rural to urban areas created socio-economic problems, such as large-scale unemployment.

E. Industrial leaders became a political force that helped to shape the nature of governmental institutions and social behavior.

F. The excesses of capitalism and the revolutionary movements of the nineteenth century led to the rise of socialism, communism, and other political, socio-economic philosophies and movements.

* 1. John Stuart Mill, an English economist, rejected many principles of laissez-faire and, in his book Principles of Political Economy, urged the abolition of the wage system and predicted a society of producers' cooperatives, in which the workers would own the factories and elect managers to run them.

* 2. Friedrich List, a noted German economist, also condemned the doctrines of laissez-faire and proposed to make the state the guardian of the production and distribution of wealth.

* 3. A school of socio-economic reformers called Utopian Socialists developed. Among them were the Frenchmen Count Henri de Saint-Simon and Charles Fourier and the Englishman Charles Owen. They recommended the establishment of model communities, largely self-contained, in which most of the instruments of production would be collectively owned and in which government would be organized mainly on a voluntary basis

* 4. A more influential form of this philosophy was the so-called scientific socialism of Karl Marx, German-born economist. His best known works, the Communist Manifesto and Das Kapital, preached the concepts of the class struggle and the economic interpretation of history. Marx used the method of dialectical materialism to support his thesis that the overthrow of capitalism was inevitable.

* 5. Radical followers of Marx known as communists believed in pursuing the objectives of socialism by the violent destruction of existing governments and by replacing them with dictatorships of the proletariat.

* 6. Another form of socialism was that of the Frenchman Louis Blanc, who attempted to have the French government set up national workshops to solve the unemployment problem, but the project failed because of financial mishandling.

* 7. Syndicalism, whose leading spokesman was Frenchman George Sorel, was a movement that gained some popularity in France and Spain. It was aimed at overthrowing capitalism by means of a general strike of all labor unions, after which the government and the economic system were to be controlled by syndicates of workers.

* 8. Christian socialism, which attracted the support of many Christians and of Catholic Popes Leo XIII and Pius XI, urged the establishing of better wages, working conditions, and greater security for workers through channels of established governmental institutions.

* 9. Anarchism, whose chief advocates were Frenchman Pierre Proudhon and Russian Mikhail Bakunin, maintained that all governments and other means of authority needed to be abolished if people were to be free and happy.

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* Enrichment

G. Laissez-faire attitudes of democratic governments toward business gave way to varying degrees of government ownership, or to regulation of key industries, in order to counteract threats of socialist revolutions.

1. Chancellor Bismarck of Germany turned to state socialism to prevent the continued growth of the Socialist Party and caused the government to take the lead in setting up a system of social welfare legislation for workers.

2. By the twentieth century, other nations of Europe, especially those in Scandinavia, adopted similar or modified plans of action.

V. The Upheavals of European society in the nineteenth century brought about a new movement in the creative arts, namely Romanticism and Impressionism.

A. Romanticism as a movement was concerned chiefly with the glorification of the instincts and emotions, as opposed to a worship of the intellect. The main characteristics of Romanticism were:

- A deep veneration of nature
- A contempt for formalism
- A sentimental love for humble folk
- A reverence for the past, especially the Middle Ages
- A love for individualism and liberty
- A revival of spiritual mysticism
- A flaming zeal to remake the world

B. The literary achievements of English writers, such as William Wordsworth, George Gordon Byron, John Keats, and Percy Bysshe Shelley, were outstanding examples of the Romantic spirit.

* 1. William Wordsworth's works are noted for their mystical adoration of nature, as exemplified by his ode Intimations of Immortality from Recollections of Early Childhood.

* 2. George Gordon (Lord) Byron is often singled out as the personification of the Romantic spirit because of his poem Don Juan, his political works, and the nature of his tempestuous personal life.

* 3. John Keats expressed his concept of beauty in simple terms in Ode to a Grecian Urn: "Beauty is truth, truth beauty, - that is all ye know on earth, and all ye need to know."

* 4. Percy Bysshe Shelley, poet of stormy defiance, was critical of the hypocrisy and arrogance of the human race, but he also expressed the desire of many English romantics for art itself to be more natural in his To a Skylark.

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* Enrichment

C. The English literary Romantic movement had its counterparts on the European continent.

1. German writers, such as Friedrich Schiller, Johann Wolfgang von Goethe, and Heinrich Heine, had a major role in formulating the character of the German nation through the works that they produced.

* a. Friedrich Schiller's works, such as William Tell and The Maid of Orleans, revealed strong nationalist characteristics.

* b. Johann Goethe, the giant of German writers reflected his thoughts concerning man's perpetual struggle to achieve mastery of all knowledge and fullness of life in such works as Faust.

* c. Heinrich Heine, an individualist and a relentless critic of entrenched conservatism, displayed exceptional lyrical qualities in poetry, as exemplified in his Germany - A Winter Fairy Tale.

2. Italian writers, such as Alessandro Manzoni and Giuseppe Mazzini bitterly criticized existing social, economic, and political institutions and appealed to the desire for Italian unification.

* a. Alessandro Manzoni's most celebrated work The Betrothed attacked the power of the Papacy and the tyranny of local lords.

* b. In his writings, Giuseppe Mazzini urged Italians to unite and form a free, democratic, republican state.

3. French writers, among whom were George Sand and Victor Hugo, exhibited a strong interest in social justice and in political freedom.

* a. George Sand (whose real name was Mme. Aurore Dudevant) wrote novels about country life and made humble peasants the heroes of fiction. An example of her work is the novel Indiana.

* b. Victor Hugo's best known work Les Miserables is an epic of human suffering and a powerful indictment of social cruelty.

D. Music reflected the Romantic movement in its revolt against the conventions of the seventeenth century.

1. Music became a medium through which the deepest human emotions were expressed.

* a. Feelings of nationalism were apparent in the works of Giuseppe Verdi, as expressed in his opera I Lombardi; Frederick Chopin, in his piano compositions, Polonaises; Franz Liszt, in his Hungarian Rhapsodies; and Peter Tschaikowski, in his Overture of 1812.

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* Enrichment

* * b. Simple folk musical forms and peasant life became the inspiration for great musical compositions by such men as Ludwig von Beethoven, as exemplified by the Sixth Symphony, known as the Pastoral; Felix Mendelssohn and Schubert and his German lieder.

* * c. The impact of scientific advancements led to experimentation in new instrumentations and tonal effects, as exemplified by Hector Berlioz's Fantastic Symphony and by Richard Wagner's music dramas, such as Lohengrin.

* * d. New freedom in musical expression encouraged musicians to pursue extraordinary feats of technical accomplishments, as exemplified by violinist Niccolo Paganini and pianist-composer Franz Liszt.

* * e. Opera as a musical medium achieved new dimensions under such composers as Giuseppe Verdi, as in his Aida; Charles Francois Gounod, as in Faust; and Richard Wagner, as in the Ring Cycle.

* * f. Chamber ensembles gave way to the growing popularity of symphony orchestras and individual performers.

* * g. Man's increased concern for secular matters was reflected in a de-emphasis of religious music, with the notable exceptions of Giuseppe Verdi's Requiem Mass and Johannes Brahms' Requiem Mass.

* 2. The Impressionist school of music was a natural outgrowth of the freedom of Romanticism, as evidenced in the works of French composer Claude Debussy, such as the symphonic poem La Mer.

* 3. Some musicians and composers, such as Johannes Brahms, were influenced by Romanticism but produced many great musical compositions in the classical tradition. The best-known examples of this development are Brahms' four symphonies.

E. Painting and sculpture were influenced by the Romantic and Impressionistic movements.

* * 1. French painter Eugene Delacroix became the foremost exponent of Romanticism. He gloried in portraying struggles for freedom and dramatic scenes from medieval history as illustrated in his "Entrance of the Crusaders into Constantinople."

* * 2. Landscape painters, such as Camille Corot in his work "Souvenir de Marissel" and J. M. W. Turner in his painting "Steamer in a Snowstorm," displayed Romantic emotionalism on canvas.

* * 3. Impressionist painters, such as Claude Monet in his "Field of Poppies" and Pierre Auguste Renoir in his "Le Moulin de La Galette," rejected conventional depictions of human emotions on canvas and introduced new, scientific formulas to achieve visual effects.

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* Enrichment

* 4. A renewed interest in sculpture as a medium to express human emotions was best demonstrated by the French sculptor, Auguste Rodin in his work "The Thinker."

* 5. Architecture was largely unaffected by Romanticism, except for a renewed interest in the Gothic style and a revival of simplified classical forms.

VI. The establishment of Germany and Italy as national states necessitated a realignment of the balance of power in Europe. One of the ways in which this realignment manifested itself was in the initiation of imperialistic, colonial ventures in Africa, Asia and other parts of the world by the major European nations.

A. German and Italian colonial ambitions were largely motivated by a desire to "seek a place in the sun" and to accomplish in the nineteenth century what France and Great Britain has succeeded in doing since the sixteenth century.

B. Britain and France ended their centuries-old colonial rivalry and and agreed to divide the remainder of Africa to counteract German and Italian territorial ambitions.

C. The race for colonies had its economic as well as its more subtle and sophisticated political aspects.

1. Growing industrialization increased the demand for raw materials found in underdeveloped areas and stimulated a search for markets for excess capital.

2. The British-French venture in building the Suez Canal was paralleled by Germany's plans to build a railroad from Berlin to Bagdad.

3. Japan and the major powers of Europe divided China into spheres of influence.

4. Russia, acting as a "Big Brother" to the Slavs in the Balkans, encouraged unrest in its efforts to secure an ice-free port and economic control of the area at the expense of Turkey and Austria-Hungary.

5. Britain and France, which were the major powers, secretly as well as openly continued to encourage movements for independence within the Turkish Empire.

6. The "white man's burden" concept became a moral justification to support British humanitarianism and other forms of European imperialism.

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* Enrichment

SUGGESTED LEARNING ACTIVITIES

I. Geographical Factors

Instruct students to mark the locations of the following on a desk outline map of Europe: Paris, London, Rome, Madrid, Vienna, Berlin, Moscow, Austerlitz, Marendo, Friedland, Boradino, and Waterloo. Ask class members to write brief sentences describing the significance of these places in relation to Napoleon's military campaigns.
Evaluation: Administer a brief matching quiz covering the places where major events took place during the Napoleonic Era. Review with the class the test results, and ask students to explain why items included on the quiz were important.

*-- Divide the class into two groups to act as councils of war. The first group is to represent the coalition of powers allied against Napoleon. The second group is to represent Napoleon and his allies. Ask each group to prepare detailed plans of ways to defeat its enemy. A chairman should be selected from each group to act as spokesman. Instruct the class that the studies should cover an appraisal of economic resources of manpower needs and potential use of geographic terrain, with reference to strategy; climatic conditions; and, finally, to intangible factors, such as morale and fighting spirit. Instruct each group to report to the class. Then, hold a general class discussion to analyze the merits and weaknesses of each report.
Evaluation: Ask the class members to prepare a notebook chart in which are listed the strengths and weaknesses of each side in the Napoleonic wars.

-- Point out that each important peace treaty or conference of the nineteenth century by the major powers had as its main consideration geographical factors that were vital in determining and in implementing the balance of power concept. Discuss this point, and ask class members to cite examples such as the Congress of Vienna arrangement, the Treaty of Paris of 1856 after the Crimean War, and the Congress of Berlin of 1878. Then, instruct students to prepare a research paper detailing the geographical factors covered in the preliminary class discussion.
Evaluation: Select the best research papers and designate a committee to review them orally. Ask class members to outline major points in their class notebooks.

II. Moral and Spiritual Values

-- Select several records or tapes of patriotic, nationalistic tunes to play for the class. Ask each student to listen carefully, without any previous comments or discussion. After playing the recordings, instruct the class members to list three to five reactions and responses to what they have heard. Discuss these reactions. Write a list of the responses on the chalkboard, and instruct class members to select those that best fit the descriptions presented on the records. The class should have concluded that nationalism and patriotism were important values of Europeans during the nineteenth century.
Evaluation: Assign students to write brief paragraphs describing nationalism and patriotism, using the recordings as examples and also references to textbook materials.

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* Generally for more able pupils

*-- Arrange for students to present a debate on the subject: "Resolved: that the nineteenth century was an age of humanitarianism." Appoint two teams to prepare the resource materials. During the debate, instruct the remaining members of the class to take notes. Ask each student to list questions to direct to the debaters, emphasizing sources of information. After the debate, summarize the main points presented by each side, and stress that humanitarianism as a moral value was not exclusively a nineteenth century phenomenon, but that it had many advocates and spokesmen during that period.
Evaluation: Instruct class members to imagine that they are English newspaper editors writing editorials reviewing the growth of humanitarianism in the nineteenth century. The year of the article could be 1880, and the heading could read: "An Appraisal of Eighteenth Century Humanitarianism."

*-- Appoint a committee to prepare a research report on the following subject: "To what extent did the advancements in science and the Industrial Revolution during the nineteenth century affect the traditional moral and spiritual values of Europeans?" Suggest the following guidelines in preparing the report:

(1) What was the impact of Darwin's theory on evolution and of studies in geology, anthropology, and biology?

(2) What socio-economic conditions resulting from the Industrial Revolution fostered in some people a rejection of established values?

(3) How did established institutions of European society, such as the Roman Catholic Church and the Protestant Churches, react to the revolutionary and evolutionary upheavals of the nineteenth century?

Instruct the committee members to discuss the report, citing sources of information.
Evaluation: Administer an essay test on the topic: "The Nineteenth Century was an Age of Moral and Spiritual Degeneration." Students should include arguments for and against the statement and cite as many examples as possible.

III. Democracy and Totalitarianism

-- Assign students to read the story of the Congress of Vienna in their textbooks. Ask each student to prepare a list of the ways in which the freedom of the people was restricted. List these on the chalkboard, and ask the students to imagine that they were living in Germany, Italy, or Greece during that time. What freedoms would they have lacked? Why?
Evaluation: Instruct class members to make up a series of ten questions and answers concerning the efforts of the Congress of Vienna to restrict democratic movements and freedom.

-- Present the following topic for class discussion: "Democracy and nationalism as major movements of the nineteenth century were closely related." To what extent was this true? What exceptions were there? Why?

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* Generally for more able pupils

Designate a student to record the major points presented during the class discussion as a review and clarification of facts and concepts. Evaluation: Instruct class members to imagine that they are students meeting in a fraternity house at the University of Heidelberg in 1818 at the time of the Carlsbad decrees and to discuss their views on democracy and nationalism. Request that students record their ideas in the form of a diary. Select the best diary for a report and follow-up discussion.

Direct class members to prepare research papers comparing the live of Tsar Alexander I with that of Tsar Alexander II. Explain that historians have said these rulers were very liberal and sympathetic toward democratic ideals in the early years of their reigns. However, circumstances and unfortunate events in later years caused them to become hardened dictators. Instruct the students to explain the reasons for the change in attitudes and policies, referring to as many sources as possible. Evaluation: Schedule a round-table discussion on the subject: "Alexander I and Alexander II of Russia as Liberal Rulers." Write the following questions on the chalkboard as guidelines for the discussion:

1. What is a satisfactory definition of liberal?
2. What conditions in a nation classify it as democratic or totalitarian?
3. What motivated both tsars to return to reactionary policies?

IV. Political and Human Freedom

/-- Conduct a class survey to determine the number of students in the class who are of Irish, German, or Polish backgrounds. Then ask them to state whether their ancestors migrated to the United States during the nineteenth century. In many cases, the responses will be positive. Discuss the reasons why the ancestors left their homes to settle in America. Request that class members list the circumstances in Europe during the nineteenth century that caused a mass exodus to America and other areas of the world. Ask the students to write a one-page summary, using the list to organize their ideas. Evaluation: Instruct class members to imagine that they are either an Irish farmer, a German shopkeeper, or a Polish peasant in the year 1848 and to write a letter to a friend in America, giving the reasons why they are forced to leave their homeland.

*-- Appoint a committee to prepare a "I Was There" dramatization of the Dreyfus case. Designate a student to present an oral report on Emile Zola 's book I Accuse. Prepare questions for follow-up discussion such as the following:

1. What were the charges directed against Dreyfus that led to his arrest and trial?

2. What were the political, economic, and social conditions in France at the time of Dreyfus' arrest?

/ Adaptable for slow learners
* Generally for more able pupils

3. What did Emile Zola reveal in his book about the nature of justice, the legal system, and the guarantees of human rights in the France of his day?

4. What other examples of injustice, intolerance, and inhuman treatment were characteristic of nineteenth-century Europe?

5. How did the French people react to Zola's indictments? Why?

Evaluation: Instruct class members to write an imaginary editorial for a Paris newspaper at the time of the Dreyfus case in support of the charges directed against him and also to write an editorial in defense of Dreyfus from the viewpoint of a newspaper in the United States. The statements should be documented insofar as possible.

-- Plan a round-table discussion on the following subject: "The British People During the Nineteenth Century Made Great Strides in Gaining Democracy by Evolutionary Rather Than by Revolutionary Methods." To what degree is this statement true? Appoint several members of the round table to act as "experts" on French, German, Austrian, and Russian nineteenth-century history and to describe how the struggle to achieve democracy in these countries was different from that in Great Britain.
Evaluation: Instruct class members to answer the following essay test questions:
1. What conditions in Great Britain during the nineteenth century made possible the growth of democracy by evolutionary rather than by revolutionary means?

2. What do the events in Britain point out about the nature of democracy as an ideal?

V. Contributions of European Nations

-- List on the chalkboard specific contributions of European nations during the nineteenth century. Request that students copy the list and then read about the people, nation, or area. This information should be recorded in a notebook chart. Follow up with a class discussion of the findings, pointing out the varied and extensive nature of the contributions. Ask the class to single out which contributions are applicable and vital today and to explain the reasons for their choices.
Evaluation: Prepare an objective test concerning the contributions of European nations during the nineteenth century.

/-- Plan a class fair featuring the contributions to civilization of nineteenth-century European nations. Divide the class into several committees, each of which is to select several nations to feature in displays. The activities will involve a variety of individual and committee projects, ranging from bulletin board displays, book collections, copies of art works, models, drawings, and cartoons to special notebook reports. At its conclusion, a chairman should summarize orally the highlights of the fair.
Evaluation: Invite other classes to visit the fair, and ask a committee of students, teachers, and administrators to select the best projects. Judgments should be based on how well the projects convey the significance of the contributions.

/ Adaptable for slow learners

-- Invite teachers in the fields of science, music, literature, and art to present a series of audio-visual lectures to the class. In each case, the speaker should survey the contributions of European nations during the nineteenth century in his field. Instruct students to take notes and react to the lectures during follow-up discussions. Ask class members to identify developments that were detrimental to the welfare of Europeans and to the world at large.
Evaluation: Administer an essay test, in which each student answers the following question in relation to a specialized field, such as science, music, literature, or art:

> "To what extent did the achievements of European nations during the nineteenth century contribute to civilization?"

-- Appoint a committee to prepare a "Hall of Fame" bulletin board display that features nineteenth-century European leaders. Committee members may prepare drawings, cartoons, and other visual materials for the exhibit. One committee member should act as a librarian-historian and report on his research concerning the "celebrities." During class discussion, conduct a poll to determine whom they consider to be the three most outstanding leaders. Discuss with the class the reasons for the choices and the criteria that were used.
Evaluation: Arrange a "Who Am I"? quiz, and designate a panel to guess the names of outstanding leaders from descriptions given by volunteers. This activity also can be conducted as a competition between two teams.

VI. Great Leaders

†-- Assign class members to read about Cavour and Bismarck and their efforts to unify Italy and Germany, respectively.
Evaluation: Instruct students to prepare a chart in which Cavour and Bismarck are compared. They should use such categories as personality and temperament, problems faced, persons with whom they dealt and with whom they were associated, methods used, and outcomes of their efforts.

*-- Designate a student to report orally on the career of Talleyrand, the master French diplomat. He should point out and analyze the reasons for his success as a leading political figure in surviving the French Revolution, the Napoleonic period, and the Metternich Era. Follow up with a class discussion to determine whether examples exist in Europe today, or have existed in recent times, of leading figures who have survived civil wars, purges, world wars, or other upheavals.
Evaluation: Write a brief composition on answers to the following question: "What is the judgment of history regarding such persons as Talleyrand? Why?"

-- Assign each student to consult at least three sources regarding the life of a famous nineteenth-century European figure. Select a committee to discuss outstanding personalities and to determine their significance in European history.

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† Adaptable for slow learners
* Generally for more able pupils

Point out that some of the persons who are regarded as outstanding today were unknown or unpublicized during their lifetimes, but their achievements since have gained lasting fame and recognition.
Evaluation: Administer an essay test in which each student is to summarize highlights in the life of a famous European. The following questions should be answered:

1. What conditions in Europe at the time that the person lived caused him to act as he did?

2. Would this person have become famous had he lived during another period?

3. How do historians judge the place and the significance of the person's contribution to European civilization?

4. Is this judgment likely to change in the future? Why or why not?

VII. Sources

-- Assign students to read from at least three sources about the significant developments during the Industrial Revolution and the extent to which they affected man's way of life. Ask class members to prepare a list in their notebooks of the suspicions, fears, and wariness that many people expressed at the time of the introduction of new inventions.
Evaluation: List on the chalkboard the comments and findings of the class. Discuss the results, and ask students to write several brief paragraphs. They should cite sources in indicating the significance of the inventions during the Industrial Revolution.

-- Discuss the value of using more than one source of information when performing research. Then, acquaint students with a variety of library materials to be used as sources in determining how the basic elements of capitalism, socialism, and communism differ. After research work has been completed, lead a class discussion regarding the differences in these philosophies. How did the several sources vary in their presentations?
Evaluation: Instruct students to prepare a chart outlining some of the major differences between capitalism, socialism, and communism, based upon several sources, and to note especially variations in definitions. Consider the reasons for the variations.

*-- Arrange for students to hold a debate on the following subject: "Resolved: That nineteenth-century European imperialism was beneficial to mankind." Select a panel to present the pros and cons of this topic, and urge the members to be well prepared to cite evidence from primary as well as reliable secondary sources in support of or opposed to a specific point. After the debate, discuss the nature of the sources cited. To what extent are the sources valid?
Evaluation: Assign class members an essay, in which they are to summarize the pros and cons of nineteenth-century European imperialism and to cite as many sources as possible. Instruct students to conclude their reports with statements in support of one point of view or the other and to document the reasons for their choices.

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* Generally for more able pupils

VIII. Deductive and Inductive Reasoning

-- Write the following terms on the chalkboard: nationalism, patriotism, chauvinism, extreme nationalism, and imperialism. Discuss with the class the meanings of these terms. What distinguishes each from the others? What dangers, if any, are involved in the practices which these terms suggest?
Evaluation: Instruct students to prepare drawings or cartoons illustrating each of the terms listed above.

*-- Designate a student to prepare an oral report on the Ems Dispatch. Through class discussion, develop the steps that led to the incident which precipitated the Franco-Prussian War. Help class members to point out what steps were calculated to bring about a given response; and, in turn, those which were the result of accident and miscalculation. What do the events that followed the Ems Dispatch demonstrate about predicting human nature and social, political, and economic trends?
Evaluation: Based on the study and discussion of the Ems Dispatch, request that class members write an imaginary sequence of events that Napoleon III might have pursued had he been better informed and more aware of Bismarck's scheme to involve France in a war with Prussia. What steps might have been taken to thwart Bismarck's aims and plans?

-- Choose a committee to prepare oral reports on Karl Marx's views of dialectical materialism and on his economic interpretation of history. Marx's work Das Kapital and several studies by other authorities on Marxism should be consulted. Instruct the committee to demonstrate to the class the manner in which Marx approached his theories and the specific historical examples that he used to convince readers of their validity. Lead a class discussion regarding the weaknesses of Marx's approach in relation to the steps in critical thinking.
Evaluation: Administer an essay test on the following subject: "To what extent was Karl Marx's scientific method of treating history and social movements unscientific?"

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* Generally for more able pupils

UNIT THREE

EUROPEAN INTERESTS AND PROBLEMS IN THE TWENTIETH CENTURY HAVE GLOBAL CONSEQUENCES

In this unit, attention is focused on the sweeping political, social, and economic developments in European life during the twentieth century. Among major considerations are the causes that precipitated two World Wars, the major totalitarian revolutions, the efforts of European nations to secure a lasting peace, and the readjustment of power blocs occasioned by the influence of forces of nationalism, imperialism, and anti-colonialism.

From a study of twentieth-century Europe, it should be clear to the student that democracy and individual freedom as ideals are for many Europeans still distant dreams, although for other Europeans they are a practical reality.

Suggested time allotment:
5 weeks

Unit Three

I. An era of relative peace following 1870 was interrupted only by minor localized conflicts until the outbreak of a European War in 1914. It quickly became a World War.

  A. The nations of Europe were involved in a complex chain of problems and circumstances which led to the inevitable explosion.

    1. New national states such as Germany and Italy, competed with France, England, and other established powers for world leadership.

    2. Economic policies and ambitions led to colonial acquisitions.

    3. Age-old feelings of bitterness and animosity bred secret alliances and diplomacy.

    4. Subject peoples, especially in the Balkans, desired freedom and identity as national states.

    5. Distrust of other countries and fear of war led to an unparalleled armament race.

    6. Conflicts of ideologies between nations with reactionary, militaristic governments and those with liberal, democratic characteristics added to the tensions that precipitated the war.

  B. Alignment of the major European nations under the alliance pattern gave the Central Powers the initial advantage in the war. Later developments nullified this superiority.

    1. The Central Powers -- Germany, Austria-Hungary, and Turkey -- were better prepared for war because of their central geographical locations and large, coordinated military establishments.

    2. The Western European Allies were separated geographically from Russia, and their military leaders lacked the coordinated strategic planning necessary to win a war.

    3. Italy's entrance on the Allied side offset the initial advantages and gains of the Central Powers.

    4. Later, Russian defeat and withdrawal from the war was counterbalanced by the entry of the United States, which eventually made victory possible for the Allies.

  C. As the war broadened in scope and increased in intensity, new instruments of destruction were produced, and advances were made in science and technology.

   * 1. Poison gas proved so lethal that the world powers agreed to outlaw it as an instrument of war.

    2. The submarine demonstrated its effectiveness in warfare.

   * 3. Tanks, armored cars, and aircraft introduced new elements of mobility and destructive power but also made possible the dramatic development of the automobile and aviation industries.

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* Enrichment

D. The destruction of war and great loss of life affected the economic, social, and political fiber of the victors as well as of the losers in World War I.

  1. The Bolshevik revolution of 1917 against the Czarist government was largely successful because it capitalized on the misery, despair, and humiliation resulting from Russia's defeat by the German armies.

    a. Nikolai Lenin and Joseph Stalin set out to make Soviet Russia a model socialist state, based on Karl Marx's teachings.

    * b. The international revolutionary character of the communist movement caused many Western European nations to attempt to isolate Soviet Russia.

  2. The great destruction of Allied property by the German Armies, especially in Belgium and France, caused the Allies to demand reparations from Germany.

  3. The millions of young men lost in the war left a vacuum in the ranks of capable leadership and manpower needed to rebuild Europe.

  4. Disruption of family life and of established institutions created many emotional problems.

  5. Political institutions in democratic nations such as France and Britain were severely challenged but survived the test.

  6. In Italy, the creation of the Fascist State was an attempt to resolve the desperate economic, social, and political problems of the people.

    a. Benito Mussolini, dictator of Italy, set out to rebuild the nation in the image of the Old Roman Empire.

    b. Fascists preached the supremacy of the State and championed militarism as the ideal of society.

  7. The defeated Central Powers struggled to recover from the disastrous results of the war.

II. The quest for peace became a temporary dream as new problems arising from World War I were not resolved.

A. The Treaty of Versailles was an attempt by the Allies to punish Germany and to prevent its resurgence as a world power.

  * 1. France and Britain demanded heavy reparations for war damages, made Germany disarm, and forced it to accept the blame for the war.

  2. President Woodrow Wilson's Fourteen Points became a basis for the peace settlement.

    a. The principle of self-determination was applied in rebuilding the map of Europe.

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* Enrichment

        b. The concept of open covenants and open diplomacy was accepted.

        c. A League of Nations as an instrument for world peace was established.

    3. Wilson's idealism and miscalculation of Old World diplomacy forced him to concede to some hard-line demands by the leaders of France, Britain, and Italy.

B. Conditions growing out of the war and the provisions of the Versailles Treaty caused new tensions and crises that eventually led to World War II.

    1. The German government's inability to meet reparations payments, runaway inflation, large-scale unemployment, and political disunity were some of the major factors contributing to the difficulties and causing unrest among the German people.

        a. Communist organizations and other radical groups had threatened to seize control of the government but failed.

        b. The nationalistic character of the vigorous nazi movement appealed to many Germans, who were seeking clear-cut, rapid solutions to national problems.

        c. As a consequence, the nazis, led by Adolph Hitler, succeeded in seizing control of the government and proceeded to persecute the Jews and all groups and individuals opposed to party policies.

    2. Efforts by the major powers to disarm ended in failure, and the armaments race was renewed in the 1930's.

    3. Economic woes during the 1930's forced the democracies to be concerned with their own internal problems and to underestimate the aggressive aims of the fascist-nazi dictatorships and of Communist Russia.

    4. Various factors, including the failure of the League of Nations as an effective instrument to preserve peace; the status-quo policies of the Western democracies; and the nationalistic fervor engendered by the leaders of Germany, Italy, and Japan made it possible for totalitarian nations to pursue aggressive policies.

        a. Japan occupied Manchuria despite protests from European powers and the United States.

        b. Hitler rejected the Treaty of Versailles and ordered German reoccupation of the Rhineland.

        c. Mussolini conquered Ethiopia despite economic sanctions imposed on Italy by the League of Nations.

        d. In the Spanish Civil War, Germany and Italy provided Franco forces with military and economic assistance.

e. Hitler annexed Austria (Anschluss) and continued to lay plans for further conquests.

f. Czechoslovakia was sacrificed at Munich, and Poland became the next target of Hitler's aggression.

III. The second major European conflict of the 20th century became a truly global war.

A. The German war machine revolutionized methods of warfare.

1. "Blitzkrieg war" made it possible to coordinate rapidly moving armored columns with air support. Dive bombers and other types of aircraft destroyed enemy military and civilian installations.

2. Killer submarines and "pocket battleships" raided enemy naval convoys, causing great losses of Allied merchant and military shipping.

3. Poland, Denmark, Holland, Belgium, Norway, and France were overrun and conquered by nazi troops with amazing speed and efficiency.

B. Soviet Russia at first joined with Nazi Germany in a non-aggression pact designed to partition Poland but soon was the victim of nazi aggression.

C. Italy entered the war on Germany's side to share in the rewards of nazi conquests, while Hitler enjoyed short-lived revenge by imposing humiliating terms upon defeated France as a price for peace.

D. France became the key area in the main Allied strategy to destroy Hitler's Germany.

E. Japan's attack on Pearl Harbor and entry of the United States into the war increased the scope, tempo, and character of conflict.

F. The following factors contributed to the allied victory:

- Statement of the aims of the war by Winston Churchill and Franklin D. Roosevelt, the allied leader, in the Atlantic Charter.
- The overwhelming financial, agricultural, industrial, and manpower resources of the Allied powers.
- Failure of the German and Italian forces to defeat the Russian armies.
- The conquest of North Africa and Italy by Allied forces.
- The devastating destruction of German cities and sources of military supplies through Allied air raids.
- The failure of Axis naval armed forces, especially submarines, to prevent the flow of goods from the United States to the fighting fronts.
- The successful resistance movements in many Axis-occupied areas.
- The success of Allied landings in Normandy and of the Russian counter-offensive.

- The use of the "ultimate weapon," the atom bomb.

G. The total defeat of the Axis powers began a new era of hope for permanent world peace through the medium of the United Nations Organization.

    1. Conferences by Allied leaders, such as a Dumbarton Oaks during the course of the war, had set the stage for the establishment of the United Nations.

    2. Hope for the success of the United Nations in maintaining peace was based upon the belief that the major powers of the world would cooperate willingly and unanimously.

    * 3. Permitting the exercise veto power was regarded as desirable to safeguard the vital internal interests of sovereign states.

    * 4. The provisions in the Charter of the United Nations regarding regional arrangements made possible the creation of many alliances for military defense and economic assistance.

    * 5. The fact that wars are born in the minds, hearts, and stomachs of men was recognized through establishing as a major function of the United Nations the combatting of famine, disease, poverty, and other potential causes of war. Many specialized agencies were created for this purpose.

IV. The aftermath of World War II produced a complexity of problems which no nation, large nor small, could ignore.

A. Differences in aims and goals in rebuilding Europe, especially Germany, divided the war-time Allies into two hostile camps.

    1. The Soviet Union under Stalin hoped to extend its political and economic system throughout Europe and specifically desired a united Germany as a Communist state and satellite.

    2. The threat of communist expansion and takeover in Europe caused the United States and its Western European Allies to sponsor vast economic aid and military assistance programs.

        * a. The Marshall Plan, a United States aid program to European nations, proved extremely effective in helping them regain economic prosperity.

        * b. The NATO defense arrangement was designed to serve as a deterrent to Soviet moves for the domination of Europe.

    3. Soviet Russia, in turn, continued to consolidate satellites in Central Europe under its monolithic control and erected an "Iron Curtain" against Western influences.

        * a. The Soviet Union sponsored the Warsaw Pact as a counterforce to NATO.

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* Enrichment

    b. Soviet efforts to force the Western Allies to hand over Berlin to Communist East Germany failed but heightened tensions and threatened to precipitate another major war. The 1948 Berlin Airlift and the building of the Berlin Wall in 1961 were results of this crisis.

B. The Khrushchev Era in the Soviet Union brought new challenges to the Western powers.

  1. Joseph Stalin's death marked the end of Stalinism, and an effort was made by Nikita Khrushchev to create a new image of communism.

    * a. Peaceful coexistence became a byword of Soviet foreign policy aims in relations with capitalistic nations.

    b. Attempts were made to overtake the Western nations in industrial development.

    c. Many Stalinist restrictions were removed, and communist nations, such as Poland and Hungary, began to assert greater independence.

    d. The military suppression of the Hungarian rebellion by the Soviet Union was evidence of the inability of the United Nations and the Western powers to take action in defense of the Hungarian liberation movement.

  2. Rapid advancements in Soviet technology threatened the leading position of the Western nations.

    a. The Soviet Union became a nuclear power, thereby upsetting the balance of power.

    b. Launching of the Russian "sputnik" forced the United States to enter the space race and to redouble its efforts to contain the spread of communism.

  3. European economic recovery, supported by the United States, helped to offset the growing economic and political power of the Soviet Union.

    a. The success of such experiments as the Marshall Plan and the Coal Community led to the beginning of the European Common Market and the Outer Seven Free Trade Community.

    b. The European Common Market, in particular, represented a radical departure in the traditional relationships of European national states.

  4. Soviet trade, commerce, and economic aid reached many parts of the world.

    a. The Aswan Dam project in Egypt was an example of Soviet economic penetration in the Middle East.

    b. Another example of Soviet economic, political, and military penetration was its aid to Castro's Cuba, which resulted in the "missile crisis" and a new threat to world peace.

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* Enrichment

C. In the post-World War II era, European colonial powers were confronted with anti-colonial pressures and independence movements.

1. The Dutch faced a civil war in the Dutch East Indies (Indonesia) and were forced to grant independence to the islands.

2. The British lost most of their possessions in Asia and Africa, such as India and Nigeria. The transition to independence created a minimum number of difficulties because, to a degree, British administrators had trained many of their subjects for self-government.

3. The French faced colonial conflicts in Indo-China and in Algeria. The tragic results shook the very foundations of French society and threatened a bloody civil war.

4. In the Middle East, a series of crises growing out of the creation of Israel as a nation have involved the major world powers. The Arab-Israeli question remains unresolved and continues to endanger world peace.

5. Rioting and general unrest in the Belgian Congo led to a sudden decision by Belgium to grant independence to the Congo. The bloody episodes following Belgian withdrawal resulted in a United Nations effort to restore peace and order.

6. Portugal, one of the few remaining colonial nations in the world, has been able to restrain independence movements in its African possessions, but the challenge persists.

D. Other important European powers experienced significant economic, social, and political changes.

1. Spain, which has a fascist-type dictatorship under Francisco Franco and was a non-combatant in World War II, has cooperated with the Western Powers in their efforts to contain communism.

2. West Germany, with the assistance of the Western powers, has achieved a remarkable economic recovery under a strong democratic government. The unresolved Berlin question and the issue of reunification of Germany continue to disturb efforts to establish permanent world peace.

3. East Germany, which like West Germany, was a product of the Yalta and Potsdam agreements, has remained a key bastion of communism and a satellite of Soviet Russia.

4. Although faced with grave internal crises after World War II, Italy has managed to survive them and to raise its economic level and standard of living to new highs.

5. The Papacy and Roman Catholicism have undergone a re-evaluation of their role as a spiritual force in the modern world.

6. Yugoslavia, a communist state, has refused to bow to Soviet domination and has pursued a policy of neutrality and independence in international affairs.

7. After World War II, the Greek people fought a civil war which resulted in the defeat of a communist effort to seize power. Greece and Turkey, although allies in NATO, have threatened to engage in war over the Cyprus Question.

8. The Scandinavian nations, which have been leaders in the promotion of world peace and other humanitarian causes, have attempted to follow a middle ground between the economic systems of capitalism and socialism.

9. Switzerland continues to guard its long history of independence and neutrality while making great technological strides.

D. The United Nations, beginning with high hopes for peace in 1945, has faced serious challenges to its existence.

1. Crises resulting from the "cold war" have challenged the role of the United Nations. Among the most critical of these have been the:

- Berlin confrontations
- Korean conflict
- Suez episode
- Hungarian revolt
- Congo uprising
- Cuban missile threat
- Cyprus question
- Vietnam war
- Arab-Israeli dispute

2. In terms of its original composition, the organization has been altered dramatically because of its rapid increase in membership; thus, the scope of activities and the complexities of problems also have grown.

a. Since 1945, more than seventy new nations have been admitted to the organization, the majority being Afro-Asian.

b. Major disagreements among the "Big Five" members of the Security Council, especially relating to the use of the veto power by the Soviet Union, have led to the referral of important issues to the General Assembly.

c. Lack of support by the Soviet Union, by France, and by other nations in several vital United Nations military and economic efforts have lessened the organization's effectiveness as an instrument for peace.

d. Disarmament and the question of the admission of Red China as a member nation have remained as major unresolved issues.

F. Developments in recent years have had an effect upon the nature of the "cold war" and have indicated the possibility of new power arrangements for the conduct of international affairs.

1. Charles DeGaulle of France has sought to promote the emergence of a "new Europe" as a third force that would assert its independence of both the United States and the Soviet Union.

    a. Great Britain's efforts to enter the Common Market have been thwarted by France, but Britain continues to press for admission.

    b. France's withdrawal from NATO has altered the nature of the post-World War II alliance pattern.

    c. France has become an atomic power and, ignoring world opinion, has continued to conduct tests in the atmosphere.

2. The aftermath of the Cuban missile crisis and the growing Sino-Soviet split have led to a "detente" between the Soviet Union and the United States.

    * a. The fall of Khrushchev was symptomatic of growing internal problems in the communist countries and of sharp differences in ideology between Mao's China and the Soviet Union.

    b. Leaders of many Western European nations, agreeing with DeGaulle, no longer regard the Soviet Union as a serious threat to their security.

    c. The Soviet Union and the United States have agreed to limit the proliferation of nuclear testing and weapons and have urged other European powers to join them.

    d. Several European nations have succeeded in establishing factories and other industrial facilities in the Soviet Union and in other communist nations. This development has been indictive of the new climate of trade and relations that has developed between capitalist and socialist--communist countries.

    e. The Europe of today looks to the future with confidence and continues to build on its great heritage.

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* Enrichment

SUGGESTED LEARNING ACTIVITIES

I. Geographical Factors

*-- Ask students to study maps of Europe before World War I, after World War I, and after World War II and to identify boundary changes after World I and II. Instruct class members to read about treaty provisions concerning the boundary changes. Discuss why these were established and how they affect the lives of the people involved.
Evaluation: Request that students prepare lists of all European nations prior to World War I, after World War I, and after World War II. In chart form, they should identify: (a) nations unaffected by boundary changes; (b) nations created by boundary changes; (c) nations eliminated by boundary changes; (d) nations enlarged by boundary changes; and (e) nations reduced by boundary changes.

-- Schedule a panel discussion on: (a) how Hitler planned to win World War II; and (b) Allied strategy to defeat Nazi Germany. Appoint two committees to perform research on each topic and to report their findings to class. Instruct committee members to refer to call wall maps or other visual aids during the discussion.
Evaluation: Instruct class members to prepare notebooks charts summarizing the relative strengths and weaknesses of Nazi Germany and the Allied powers in relation to their locations, resources, manpower, and technical advancements.

/-- Invite a speaker from a consulate or foreign trade commission of a European Common Market country to discuss the background, growth, and development of the European Community. Instruct class members to take notes; and, after the lecture, hold a discussion. Develop the following: (a) Why did the member nations enter into an economic union? (b) To what extent have the original aims and purposes of the Common Market been achieved? (c) What is the potential of this union? (d) Is economic union the first step toward political unification? (e) What are some of the weaknesses of the Common Market organization?
Evaluation: Administer an essay test on the following: "How is the European Common Market Community developing to the best advantage the resources, manpower, and technology of its member nations?"

II. Moral and Spiritual Values

*-- Instruct student to read Wilson's Fourteen Points and to list those points that dealt specifically with moral and spiritual values as a basis for a just and lasting peace. Then, discuss the class findings, and record them on the chalkboard.
Evaluation: Request that class members prepare a vocabulary list based on Wilson's Fourteen Points that stresses moral and spiritual values. Students should find and record the definition of each term. The list should include such words as self-determination and open covenants.

/ Adaptable for slow learners
* Generally for more able pupils

-- Instruct class members to compare the charts that were prepared concerning the League of Nations and the United Nations, to prepare a chart listing the objectives and aims of both organizations, and to check those statements that are similar in terms of language and moral values. Discuss the results with the class, and ask students to single out those aspects of the United Nations charter that attempted to strengthen the base of moral and spiritual values.
Evaluation: Request that students write an editorial for an imaginary French newspaper supporting the ideals stated in the United Nations Charter. Class members should assume that they are writing in 1945 after its ratification.

/-- Appoint a committee to present a panel report on European "Peace Corps" programs. Instruct the panel to distinguish between government and privately sponsored programs. Present the following questions for class discussion: (a) Why have European nations undertaken foreign assistance and missionary programs? (b) To what extent have these programs succeeded?
Evaluation: Assign class members to write an essay on the following subject: "What were the moral and spiritual values which were among the fundamental motives of European foreign assistance and missionary programs?" They should cite as many examples as possible.

III. Democracy and Totalitarianism

*-- Write the terms democracy, totalitarianism, communism, fascism, naziism, and socialism on the chalkboard. Request that students copy these terms and read about them in their textbooks. Lead a discussion on the meanings of the terms, and ask class members to locate on a map of Europe the places associated with the terms. Ask students to suggest reasons why communism, fascism, and naziism came into being. In addition ask "Which of these totalitarian systems exists today? Why? What does this mean in terms of democratic societies and institutions?"
Evaluation: Select a group of students to serve as members of an "Information Please" panel. Ask each student to prepare a set of ten questions, based on the discussion of terms, to be directed to the panel

-- Divide the class into three groups. Each group is to perform research regarding one of the topics listed below. A student should be selected by each group to report its findings.

One group is to trace the background of the communist revolution in Russia and the developments which followed in terms of their impact on democracy.

Another group is to concern itself with the fascist revolution in Italy.

A third group is to cover the nazi revolution in Germany.

Class discussion should point out the similarity of conditions in each nation and the similarity of methods used to achieve control of the government and the people. During the discussion, also emphasize the conflict of ideologies which distinguished fascism and naziism from communism.
Evaluation: Assign students to write an imaginary communist, fascist, or nazi propaganda leaflet. In addition, ask class members to prepare an editorial that might have been written for a London newspaper condemning any of the movements listed above.

/ Adaptable for slow learners
* Generally for more able pupils

/-- Lead a class discussion on the following subject: "Totalitarian regimes vary in degree of theory and practice just as much as democracies vary in terms of democratic philosophies and practices." Instruct class members to point out past and current examples of fascist and communist regimes which depart from the original Italian, German, and Russian models. Designate a student to report orally on the nature of democratic theory and practices in representative European nations.
Evaluation: Instruct class members to prepare a research paper in which they compare the regime of Francisco Franco in Spain with that of Marshall Tito in Yugoslavia. The reports should stress similarities to as well as differences from original fascist and communist models. The reasons for the differences should be analyzed.

IV. Political and Human Freedom

*-- Assign class members to read in the textbook and in library sources about living conditions in Russia prior to the Communist Revolution of 1917 and in present-day Russia. Ask students to prepare a notebook chart, listing in one column the conditions that have improved and in another those that have not changed. As a result, students should note that there has been little or no progress in the development of political and human freedom, even though material standards have improved. Ask why this situation has continued to exist.
Evaluation: Request that class members draw pictures or cartoons depicting the denial of political and other freedoms to the Russian people.

-- Ask students to imagine that they are former refugees from Nazi Germany who recently have visited West Germany after thirty or more years of absence and to write an imaginary letter to a friend describing the changes that have taken place since the downfall of naziism. Discuss some of the letters, and have class members point out whether any major changes have occurred in East Germany. Ask, "Why or why not?"
Evaluation: Assign a committee to perform research and to present an oral report on the Constitution of West Germany and the steps that the present government has taken to guarantee political and human freedoms. Discuss what conditions are necessary to prevent a resurgence of naziism, or a communist take-over.

-- Distribute copies of a mimeographed outline in which the major points in the Consitituion of the Soviet Union with those in the Constitution of the United States. Emphasize the following during the class discussion:

1. Similarity of language; yet basic differences in interpretation
2. Soviet concept of democracy
3. Examples of actual cases in which the Soviet Constitution has been applied contrasted with applications of the United States Constitution in such areas as religious freedom and voting rights.

Evaluation: Assign the following essay topic: "A constitution is necessary to safeguard political and other freedoms." Instruct students to discuss the truth or fallacy of this statement, using the Soviet Constitution and the United States Constitution as examples.

√ / Adaptable for slow learners
* Generally for more able pupils

V. Contributions of European Nations

*-- Request that class members read about the World Court (now known as the International Court of Justice) in their textbooks and library references. Instruct them to write a summary of the history of the World Court, citing references. Discuss the summaries with the class members to evaluate the idea of a World Court and to justify their answers. Point out instances in which the Court has been successful in solving disputes between nations, and discuss whether it has contributed to maintaing world peace. Encourage class members to suggest ways of making the World Court more effective, and list these on the chalkboard.
Evaluation: Instruct students to write an imaginary editorial praising the work of the World Court and to cite as many examples as possible.

-- Plan a panel discussion on the concept of a united Europe as a contribution to European civilization. Panel members should perform research regarding the various proposals and plans that have been presented since 100. Ask, "What conditions have prevented the fulfillment of the ideal of a united Europe? Nevertheless, to what extent has the concept contributed to the advancement of European society?"
Evaluation: Instruct each class member to imagine that he is a French teenager at the end of World War II and that he is writing a friend in the United States to explain in detail why he favors the establishing of a united Europe.

/-- Appoint a committee to prepare an "I Was There" dramatization of the Nuremberg Trial after World War II. After the dramatization, lead a class discussion based on the following questions:

1. Why were the trials held?

2. What precedent can be cited for these proceedings?

3. What was the prosecution attempting to establish?

4. What arguments did the defendants present to justify the actions of which they were accused?

5. What judgments were rendered at this trial?

6. What specific contributions did the proceedings make to the European and the international legal systems?

Evaluation: Direct students to write an essay detailing the effects of the Nuremberg Trials and their contributions to European and Western world concepts of legal justice.

/ Adaptable for slow learners
* Generally for more able pupils

VI. Great Leaders

*-- Discuss with the class the extent to which personalities influence the course of history. Confine the dicussion to outstanding twentieth-cenuty figures in political, economic, social, and military fields. Then, ask each student to read about one of the personalities in several library sources.
Evaluation: Instruct class members to write brief biographical reports based upon their research. Sources of information should be stated. Select the best reports for oral presentation.

-- Hold a mock 'Meet the Press' conference in which one student takes the role of Winston Churchill and another that of Stalin. Designate other class members to act as reporters and instruct them to prepare questions to be directed to Churchill and Stalin. Questions should be designed to highlight only the careers of both men but also the aims, goals, and the strategies which each leader pursued to accomplish his objectives. The impact of their roles as national leaders should be stressed.
Evaluation: Discuss with the class the conditions that made possible the rise of Churchill and Stalin as national leaders. In what ways did the conditions differ: Present the following questions:

1. What methods were used to exercise leadership?

2. What objectives did each man try to achieve?

3. Under what circumstances did each cooperate with the other as allies?

4. What conditions made a continuance of cooperation possible?

/-- Assign each student to perform research regarding the life of a famous twentieth-century European political figure to appraise critically his role and accomplishments. The report should include both favorable and unfavorable comments of biographers, newspaper and magazine analysts, political friends and enemies, and other authoritative observers. Select the best reports, and ask class members to evaluate the research in terms of the significance of the person's place in European history. Ask, Do the unfavorable comments and actions outweigh the favorable ones? If so, why is the person so important?"
Evaluation: Administer an essay test on the following: Select a famous twentieth-century European leader who most affected the course of European civilization. Defend your choice by citing as many reasons and sources as possible.

VII. Sources

*-- Discuss the importance of reading from and studying many sources of' information. Assign class members to collect information in the library concerning the causes of World Wars I and II. Ask students to prepare a notebook chart listing the causes comparing statements in at least three sources other than the textbook. After the charts are completed conduct a class discussion concerning the results. List on the chalkboard those items that appear to differ from the

total information collected by the students. Request that the class point out what the results suggest in terms of determining the accuracy of facts in a given situation.
Evaluation: Administer an objective test to check student ability to use proper sources of information and to assess their reliability. Compile a list of causes and situations related to World Wars I and II, and identify the sources that should be consulted to obtain the most competent and reliable information.

-- Designate a committee to study the history of the disarmament question and to compare the views and disarmament proposals of a number of European nations. Instruct the committee to authenticate their findings by citing as many sources as possible. The pros and cons should be reviewed, and several committee members should report orally on the findings. Request that class members take notes, noting especially the sources cited by speakers.
Evaluation: Lead a discussion to point out examples of propaganda sources as contrasted with those which are factual and nonbiased in the treatment of the subject of disarmament. Ask class members to outline the reasons why consulting many sources is basic to understanding and helping to solve key problems.

/-- Plan a debate on the subject: "Resolved: That the Germanies should be reunited." Appoint two committees to collect information on the pros and cons of the topic. Each committee member should be prepared to defend his remarks by citing references. Guide the planning of the debate by urging team members to be well informed of the opponent's point of view and sources of information. Likewise, the debate should help to reveal how slanted or one sided a point of view may be.
Evaluation: Administer an essay examination on the following: "What are the problems that confront a student in attempting to perform research concerning a controversial subject, such as the reunification of Germany? What criteria determine the reliability of sources of information?"

VIII. Deductive and Inductive Reasoning

*-- Review with the class the steps in critical thinking as developed by Francis Bacon. List these on the chalkboard and ask students to copy them in their notebooks. Assign class members to read the story of Adolph Hitler's rise to power, and instruct them to take notes on his views regarding people and the conditions that he blamed for Germany's plight.
Evaluation: Discuss the findings of the class, and ask students to determine what was wrong with Hitler's methods of thinking and reasoning. Ask, "Why did so many Germans accept Hitler's views?"

Direct class members to write an essay on the subject: "Was Karl Marx wrong in predicting where socialist revolutions could take place?" Students should describe the nature of socialism and communism as Marx visualized it and their present state; cite reasons for Marx's conclusions; analyze methods used by Marx to convince his readers; and evaluate the dangers of propaganda and suggest ways of combatting it.
Evaluation: Hold a round-table discussion to review the essay papers.

/ Adaptable for slow learners
* Generally for more able pupils

UNIT FOUR

PURE SCIENCE AND APPLICATION OF SCIENTIFIC DISCOVERIES TO ALMOST EVERY ASPECT OF LIFE BECAME A MAJOR FACTOR IN THE LIVES OF THE PEOPLE OF EUROPE AND OF THE WORLD

(An Optional Unit)

Scientific and cultural achievements of twentieth-century Europe are surveyed in this unit, which is presented separately to facilitate study. Scientific achievements and technology have influenced not only political, social, and economic life but also have had a major impact on creative endeavors in the arts.

Much of the expression in the creative arts reflects the confusion, pessimism, and even the frustration resulting from the complexity of modern life. Nevertheless, Europeans, as well as other people throughout the world, continue their search for a better, more rewarding future.

Suggested time allotment:
4 weeks

I. The research of twentieth-century scientists has increased man's recognition of the complexities of the cosmos and has demonstrated the need for further specialization in all scientific fields.

A. Before 1900, physicists Wilhelm Konrad Rosentgen, Henry Becquerel, and Pierre and Marie Curie performed work that subsequently influenced the research of such scientists as Ernest Rutherford, Niels Bohr, Louis DeBroglie, and Erwin Schrodinger. The latter group achieved fundamental progress in developing an understanding of the structure of the atom and the processes related to it.

B. Paralleling the work of the theoretical physicists were the contributions of such scientists as:

- Max Von Laue, Sir William H. Bragg, William L. Bragg, and Charles Guillaume, in solid-state physics
- Johannes van der Waals, Wilhelm Wien, and Walter Nernst, in thermodynamics
- Gabriel Lippmann, Guglielmo Marconi, and Niels Dalen, in applied physics
- Jacobus van't Hoff, Svante Arrhenius, and Wilhelm Ostwald, in physical chemistry
- Sir William Ramsay, Fritz Haber, and Frederick Soddy, in inorganic chemistry
- Emil Fischer, Johann von Baeyer, and Otto Wallach, in organic chemistry
- Eduard Buchner, Albrecht Kossel, and Adolph Windaus, in biochemistry
- Allvar Gullstrand, Schack Krogh, and Archibald Hill, in physiology
- Camillo Golgi, Santiago Ramon y Cajal, and Robert Barany, in neurophysiology

C. Max Planck's quantum theory was the preliminary formula which led to Albert Einstein's relativity mass-energy theory. Einstein, who has been called the father of the Nuclear Age, stated that matter and energy were simply different manifestations of the same thing.

* D. Werner Heisenberg's uncertainty principle postulated final limits to human possibilities of observation and thus restricted, on the atomic level, the area in which scientific verification is considered to be possible.

E. Astronomers developed a hypothesis of a constantly expanding universe to explain many puzzling phenomena.

F. New knowledge about the molecular structure of matter enabled chemists to broaden their efforts to produce synthetic materials.

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* Enrichment

* G. The development of theories of heredity by Gregor Mendel and his followers amazingly paralleled and supported elements of Charles Darwin's theory of natural selection.

* H. Notable advances in the study of cellular structure and embryology led to Ernest Heinrich Haeckel's recapitulation law. It states that, during the embryonic period, each individual recapitulates or reproduces the various important stages in the life history to which it belongs.

I. The pioneering work of Louis Pasteur and Robert Koch in the conquest of germ-produced diseases led to sensational advancements in medicine.

J. Scientific discoveries were applied not only in eradicating disease but also in improving sanitation, which also has contributed to better health and a longer life for millions of people.

K. During the last three decades of the twentieth century, European scientists, often working with their colleagues in other parts of the world, have been recipients of the Nobel Prize and other international honors. The list of outstanding scientists is so great that to single out any one individual for special recognition has become impossible.

II. Progress during the nineteenth century provided the basis for an extensive development of the social sciences.

A. Sociology as a discipline was originated by Auguste Comte, but was more clearly developed by Herbert Spencer's application of scientific methods to the measurement of man's social behavior.

B. The development of psychology had its origins in the works of such men as Wilhelm Wundt, Ivan Petrovic Pavlov, and Sigmund Freud.

C. Research and discoveries in the fields of archeology and anthropology opened new vistas through which to view man's life in prehistoric times.

III. Progress in technology, resulting from the accomplishments of research scientists, produced many new advances in the fields of atomic energy and electronic computers. The impact of technology affected almost every aspect of man's life.

A. Europeans were among the first to experiment with and to manufacture automobiles, which revolutionized land transportation.

B. Pioneers in aviation, such as Louis Bleriot helped to demonstrate the feasibility of air transportation.

C. In the field of communications, the work of Heinrich Hertz and Guglielmo Marconi laid the foundations for the radio and related industries.

D. Advancements in photography helped to create the motion picture industry, in which Europeans pioneered.

E. European nations competed with each other for prestige in naval engineering through such achievements as the superliners Queen Mary and Queen Elizabeth and in the "blue ribbon" trans-Atlantic speed contests.

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* Enrichment

F. The growth and expansion of many major industries led to the establishment of many forms of corporate management, of which the cartel was a typical European example.

G. The lessons of two World Wars accelerated the efforts of European nations to pool their resources and technology in such economic arrangements as the Common Market and Outer Seven.

H. The growth of technology has been accompanied by a mass migration from the country to the city, which has created many new and complex problems.

I. The impact of industrialization has provided Europeans with more time for leisure and recreation. Traditional daily routines are being changed.

IV. Europeans contributed heavily to the cultural enrichment and advancement of society in the twentieth century.

A. The rapid tempo of life since 1900 and the complexity of the problems of the times produced many forms of expression in literature.

1. Breaking away from the Romantic traditions of the Victorian age, young writers at the turn of the century turned increasingly to the penetrating analysis of human nature, to naturalism, and to criticism of society.

* a. Most prominent of these writers were the French novelist Emile Zola; the Norwegian playwright Henrik Ibsen and his disciples; the Swede August Strindberg; the Irishman George Bernard Shaw; and the German Gerhart Hauptmann.

* b. Other writers, such as French novelists Guy Maupassant and Anatole France, the Russian Anton Chekov, and the Swede Selma Lagerlof, wrote with a pessimism and cynicism that were reminiscent of the late nineteenth century.

2. The 1920's were characterized by a new age of cynicism, disenchantment, and preoccupation with the tragic fate of individuals.

* a. The emergence of psychology as a science and the popularization of the theories and writings of William James, Henri Bergson, Sigmund Freud, and others contributed to development of the "stream -of-consciousness" technique, as exemplified by such writers as James Joyce and Marcel Proust.

* b. The "lost generation" of authors included the German writers Franz Werfel, Arnold Zweig, Heinrich Mann, and Thomas Mann, as well as the French writer Romain Rolland.

* c. In poetry, French authors known as Symbolists revolted against tradition and experimented with new techniques.

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* Enrichment

3. In the 1930's, many writers, such as Andre Malraux, suggested that man's struggle against tyranny and injustice was the chief force that gave meaning and value to life.

4. The World War II and post-war eras produced writers who were critical and cynical of human nature and society. However, many found new hope in man's regeneration by turning to religion and mystical expression to compensate for their view of man's plight in a scientific world.

   * a. Aldous Huxley and T. S. Eliot were examples of writers who searched for age-old values as a source of truth.

   * b. Nobel Prize winner Boris Pasternak, in his novel Dr. Zhivago, demonstrated the failings of human institutions in his native land, Russia. In this work, Pasternak deviated from tradition and reflected a new liberalism and freedom of expression.

5. In an age of mass communication, popular magazines and publications that specialized in subject fields became widely used, providing sources of many new ideas.

B. Philosophers and philosophical writers voiced their confusion and uncertainty over man's purpose in life and concerning his future.

* 1. Pessimism and disgust with the materialist world were themes utilized by C. E. M. Joad and by George Santayana.

* 2. Neo-Orthodoxy, a philosophy of the Swiss-German theologian Karl Barth and the American Reinhold Niebuhr attempted to view man's nature and destiny in pessimistic terms.

* 3. Similar in purpose to New-Orthodoxy, but altogether different in form and content, was the Neo-Scholasticism of Jacques Maritain and his followers. They reasoned that the salvation of the world depended upon the development of a Christian culture based on the wisdom of St. Thomas Aquinas.

* 4. The depths of pessimism were reached by a movement known as Existentialism. Its most popular form was founded by Jean Paul Sartre in France.

* 5. At least two philosophers, the Englishman Alfred North Whitehead and the American John Dewey, were optimistic and shared in the belief that men have the capacity to form intelligent judgments when guided by experience and education.

* 6. Foremost among the social and political philosophers were the Frenchman Georges Sorel, the founder of Syndicalism; the Italian, Vilfredo Pareto; and the German Oswald Spengler, whose theories were basically antirationalist and antidemocratic.

* 7. Since World War II, many European philosophers adopted a new conservatism. They criticized collectivist and totalitarian ideologies and championed a return to traditional concepts of liberty and individualism.

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* Enrichment

C. Contemporary art revealed a revolt against traditionalism and expressed the restless and pessimistic moods of the times.

* 1. Painters such as Giorgio de Chirico, Salvador Dali, and at times, Pablo Picasso, sought to express the inner reality of life in super realistic forms. The exaggerated distortions of shapes and figures as the means of this expression became identified as the school of surrealism in art.

* 2. In totalitarian nations, artists tended to ridicule the abstract movement and to consider art as a functional medium in idealizing the state.

* 3. Futurism, as championed by F. T. Marinetti, proposed a complete break with the aesthetic ideals of the past and the application of the media of art to glorify the machine and the achievements of science.

* 4. In architecture, functionalism and futurism were the means by which traditional reverence for earlier historical styles were rejected. Among the outstanding European architects of world-wide influence were Walter Gropius, Otto Wagner, and Le Corbusier (C. E. Jeanneret).

D. The music of the twentieth century stressed experimentation, although traditional harmonic concepts survived in most of the popular and classical compositions.

* 1. Composers such as Arnold Schonberg, Igor Stravinsky, Paul Hindemith, Bela Bartok, and Jan Sibelius experimented with atonality (the use of quarter tones and the twelve-tone scale.)

2. African and American Negro music, especially in American jazz, influenced European composers of popular and classical music.

* 3. The school of realism in opera was well represented by the Italian composers Ruggiero Leoncavallo and Pietro Mascagni.

4. The golden age of opera performance (1900 - 1925) was represented by such outstanding European singers as Enrico Caruso, Feodor Chaliapin and Madame Schuman-Heink.

5. Improvements in recording and the development of radio and motion pictures extended the range of public acceptance and enjoyment of classical as well as popular music.

6. New heights of technical performance were achieved by conductors, such as Arturo Toscanini and Bruno Walter, and by individual instrumental performers, such as pianist composers Ignace Jan Paderewski and Sergei Rachmaninov.

* 7. The Soviet Union produced composers, such as Serge Prokofiev and Dmitri Shostakovich, whose compositions largely were influenced by the demands of the communist propagandists; nevertheless, many of their works have had universal appeal.

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* Enrichment

E. Europeans continue their tradition of reverence for and cultivation of great works of art but also continue to experiment with new ways of expression.

1. The destruction caused by the two World Wars has resulted in feverish activities to restore and rebuild to their former glory the paintings, sculptures, monuments, and buildings that were prized as art treasures.

2. In the contemporary medium of the motion picture industry, the annual international festivals at Cannes, France, and Venice, Italy, continue to set high standards of artistic endeavor.

3. Music festivals, such as those held at Bayreuth, Germany; Salzburg, Austria; Florence, Italy; and Moscow, Soviet Union, attract worldwide attention. New as well as old compositions are performed during these events.

4. The impact of present-day European creativity extends to all fields. Examples are evident in the design of clothes and in automobiles.

SUGGESTED LEARNING ACTIVITIES

I. Geographic Factors

*-- Display several current maps of Europe, showing the patterns of highways, railroads, and airlanes that crisscross the continent. Ask class members to compare these maps with one showing transportation only at the beginning of the twentieth century. Discuss the differences that are apparent, and encourage students to point out the reasons for the changes.
Evaluation: Write the following questions on the chalkboard, and instruct class members to write answers in their notebooks:

1. In what areas of Europe are transportation facilities concentrated?
2. What reasons can you give for these concentrations?
3. What areas of Europe appear to lack networks of highways, railroads, and airways? Why?
4. What has the rapid growth of transportation in recent years meant for the average European?

Plan a fair to demonstrate the economic development of Europe since 1900. Appoint several committees to collect display materials, ranging from library books, publications from European consulates and trade associations, and pictures from domestic and foreign magazines to sketches, drawings, and written reports. Invite other classes to visit the fair and request a group of teachers and students from other classes to select the display that best represents the theme.
Evaluation: Conduct a class discussion to summarize the work of the committees. Instruct students to list the reasons for the economic development of Europe, especially since 1945. Ask, "What conditions have hindered this development in the past? What age-old problems still remain to be solved?"

Assign a committee to prepare an oral report describing the impact of the population explosion on the progress of European civilization. Prepare a list of questions to guide the committee in their research, such as the following:

1. What do experts in human ecology consider to be the basic reasons for the rapid rate of population increase?
2. What effects have two World Wars had on the total make up of the population of Europe?
3. What nations have had the most significant increases in population?
4. Which nations have not had significant increases?

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* Generally for more able pupils

5. What effects have the progress of technology and the improvement in standards of living had on the population explosion?

6. What measures are being studied or undertaken to control the population explosion? Which nations are taking the initiative?

Evaluation: Instruct class members to write an essay tracing the causes of the population explosion of the twentieth century in Europe and its results and effects on European civilization.

II. Moral and Spiritual Values

-- Ask students to list in their notebooks some of the customs, moral values, and habits which they visualize that Europeans possessed in 1900. Likewise, request that they list those characteristics which they believe are characteristic of contemporary European life.
Evaluation: Discuss the results with the class. It should be apparent from the responses that the rapid changes in the mode of living caused by the technological and scientific advancements of the twentieth century and two World Wars have forced changes in many of the traditional moral and spiritual values. In addition, stress that the distances which once separated people now have been reduced so that isolated values and moral standards have been exposed to other moral standards. In some instances, conflicts have resulted; but, in others, the end result has been a richer life.

-- Plan a panel discussion on the following: "In the twentieth century, there has been a degeneration of moral and spiritual values among Europeans." Discuss the pros and cons. Instruct students to document statements from as many sources as possible. Suggest as one source the famous European writers, whose writings reflect the moral values of the twentieth century.
Evaluation: Instruct class members to write an imaginary editorial for a European newspaper to show concern for the apparent degeneration of traditional European moral and spiritual values. Urge class members to defend their points of view by citing many examples from European history since 1900.

/-- Write the term psycho-analysis on the chalkboard. Encourage students to define the term, and summarize their responses. After arriving at a satisfactory definition, discuss with the class the significance of psychoanalysis as a new, scientific approach to the study of man's behavior. Ask, "What are its implications in terms of its impact on traditional European moral and spiritual values? Who is the father of psycho-analysis? Who are some of the other outstanding European psychologists? What have they contributed?"
Evaluation: Follow up the discussion by instructing class members to prepare a research paper describing the history of psycho-analysis and its effects upon the European man's outlook on life and on his habits and moral and spiritual values.

III. Democracy and Totalitarianism

*-- Assign students to read from their textbooks and library books about the development of science and technology by Nazi Germany and Communist

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/ Adaptable for slow learners

* Generally for more able pupils

Russia. Request that students prepare a list of some of the material achievements of both nations, and ask them to point out the reasons for scientific achievements in Germany and Russia. Emphasize that the main objective of both regimes was to build powerful military establishments for the purpose of dominating and controlling European and world affairs. Compare this goal and the material progress with the objectives and achievements of several representative democracies in twentieth-century Europe.
Evaluation: Instruct students to write a few paragraphs describing how totalitarian nations of Europe use technological developments to promote vast military establishments.

-- Appoint a committee to prepare an oral research report on the ways in which totalitarian European nations use newspapers, photography, motion pictures, radio, television, and other means of communication for propaganda purposes. Request that class members take notes during the presentation.
Evaluation: Ask students to imagine that they are British magazine writers who have returned from a visit to several European totalitarian nations and to write a magazine article reviewing communication techniques used by the countries visited. How do these methods differ from a democracy like Great Britain?

/-- Designate a student to present an oral report on Boris Pasternak's Dr. Zhivago. Also appoint a committee to prepare a series of questions to be directed to the student. Encourage committee members to formulate questions that will demonstrate how Soviet Russia's government has restricted its people's creative talents and has compelled them to conform to the communist ideology. Discuss with the class the criticisms that Boris Pasternak directed at the communist system through his book, Dr. Zhivago.
Evaluation: Instruct class members to prepare a written research paper on the following subject: "The arts, literature, and music as instruments for indoctrinating and fostering the ideals of communism, as exemplified by the Soviet Union."

IV. Political and Human Freedom

*-- Read excerpts from the diary of Anne Frank which reveal Nazi terrorism and persecution of the Jews. Ask students to point out other examples from their reading about fascist, nazi, and communist treatment of minorities and political opponents. Ask, "How do these examples compare with the treatment of subject peoples in Tsarist Russia, or in Europe under Metternich's influence?"
Evaluation: Assign students to write a brief paper in the form of a diary describing the plight of a German Jew under nazi rule, or of a Roman Catholic in a European communist nation.

Plan a book fair with the class. Appoint a committee to cooperate with the school librarian in securing a collection of outstanding books on twentieth-century Europe. The authors should be critical of the restrictions placed on political and other freedoms. Divide the collection into two groups. One should represent authors from totalitarian nations (or refugees from totalitarian nations), and the other should include

/ Adaptable for slow learners
* Generally for more able pupils

writers from democratic nations. Assign five committee members to review some of the representative books and to report orally on their findings.
Evaluation: Instruct class members to take notes during presentation of the oral reports. Follow up with a discussion stressing the similarities in themes. Ask students to assess to what extent Europeans have progressed in the twentieth century in achieving political and other freedoms.

V. Contributions

*-- Write on the chalkboard the following heading: "Contributions of European Nations to Western Civilization." Instruct students to prepare a notebook chart listing as many items as possible from textbooks and other book references under the headings of scientific achievements, art, music, literature, social reforms, and philosophy. Guide the research by providing several examples as models and by encouraging the use of the index in textbooks. Wherever possible, request that class members list the nations credited with the contributions.
Evaluation: Administer an objective test reviewing some of the contributions of twentieth-century European nations of Western civilization. After grading the tests, return the papers to the students, and discuss the answers.

-- Appoint a committee to prepare a script for a dramatized narration concerning the contributions of European nations in the twentieth century to Western civilization. Each committee member is to receive a specific assignment, ranging from research in the library to collection of books and music recordings and securing of audio-visual materials to illustrate the narration. Direct class members to take notes during the narration, and follow up with a discussion. Ask students to point out areas that may have been overlooked during preparation of the script.
Evaluation: Instruct each student to prepare a research paper regarding the contributions of twentieth-century European nations to Western civilization in one of the following areas:

1. Science
2. Sociology
3. Psychology
4. Philosophy
5. Art
6. Music
7. Literature
8. Practical arts
9. Miscellaneous fields

*-- Point out that European nations have pioneered in community planning, cooperative enterprises, and social welfare programs. Divide the class into three groups, and assign each the responsibility of performing research in one of these areas. Ask, "How have the people of Europe benefited by the developments?"
Evaluation: Conduct an oral review of the research papers and present the following questions for discussion and evaluation:

1. How do the programs differ in concept and application in totalitarian nations and in democratic nations?

2. Is there evidence of a growing trend toward more governmental control and regulation in these activities?

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* Generally for more able pupils

3. Has the standard of living improved as a result?
4. Excluding totalitarian nations, has there been a loss of private initiative and individual freedom as a result?

VI. Great Leaders

*-- Appoint a committee to prepare a bulletin board display concerning famous Europeans of the twentieth-century. Assign the following categories:

1. Science
2. Literature
3. Art
4. Music
5. Philosophy
6. Psychology
7. Sociology
8. Sports

Ask the committee to present an oral report about the display and to defend their choices of famous persons.
Evaluation: Instruct class members to write several paragraphs reviewing the life and the work of several persons studied in class and discussed by the bulletin board committee. Request that students explain why the contributions of the persons reviewed are significant.

-- Lead a class discussion regarding the criteria used in determining which men are worthy of recognition in their respective fields. List the criteria on the chalkboard, and ask students to copy them in their notebooks for use in their library research assignment.
Evaluation: Assign each student to collect information in the library concerning a famous person of twentieth-century Europe in one of the following categories:

1. Science
2. Literature
3. Art
4. Music
5. Philosophy
6. Psychology
7. Sociology
8. Sports

Students should include in their written reports a list of references and the criteria established by the class.

Collect the research papers and appoint a committee to review them and to report orally concerning the persons most frequently selected by class members. Record the list on the chalkboard, and challenge class members and the committee to justify the choices. Ask, "Do the results agree with those of most experts? If not, why not? What factors account for the fact that these persons are singled out for fame? To what extent did circumstances and the environment favor the success of these individuals?"
Evaluation: Ask class members to write an essay on the following: "If you were a judge asked to select the three outstanding Europeans of the twentieth century, excluding military and political figures, which men would you select? Why?"

VII. Sources

*-- Prepare a list of significant leaders, places, and contributions in literature, art, music, and science that are representative of twentieth-century Europe. Distribute a mimeographed copy to each student, and ask him to note next to each item a source of reference. He should include

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* Generally for more able pupils

the specific name of the publication, the author (if any), the page number, and other pertinent data. Point out that in many instances there are several sources that provide the same information. These should be listed.
Evaluation: Review with the class the results of the research assignment. Discuss the necessity for checking various sources. Ask, "Did the research reveal differences in statistics, in general information, or other inconsistencies? What reasons may account for the differences?"

-- Plan with the class a scientific and cultural fair featuring some aspects of contributions by twentieth-century Europe to Western Civilization. The fair should feature books, journals, almanacs, biographies, and examples of encyclopedias, atlases, and textbooks that are representative of sources related to a specific topic, such as the development of twentieth-century Europe art.
Evaluation: Write on the chalkboard a list of topics which class members have studied in such fields as twentieth-century European science, literature, music, and art. Instruct each student to select a topic and write an essay reviewing the material. He should point out how references other than the class textbook have provided additional information.

/-- Note that each movement, whether in the field of art, music, literature, or science, has its devotees and its critics. Discuss the significance of this fact with the class in terms of obtaining an accurate description of a given movement, such as surrealism or cubism, in twentieth-century European art. Ask, "What are the problems that confront a researcher in judging the validity of sources of information?"
Evaluation: Instruct each class member to prepare a report concerning a controversial topic related to one of the following areas and to utilize reliable sources of information.

1. European art
2. Music
3. Literature
4. Science

As many sources as possible should be cited in the report. As part of the project, recommend that students point out the extent to which the evidence from sources cited favor one point of view or another. Ask each student to state whether the conclusions agree with his judgment and to explain why or why not.

VIII. Deductive and Inductive Reasoning

*-- Review with the class the contributions of twentieth-century Europeans in the fields of art, music, literature, and science. Assign textbook readings on these topics.
Evaluation: Ask class members to write a paper in which they apply the steps in critical thinking in evaluating whether the contributions of Europeans have benefited Europe and the world in general, or whether they have not. Ask, "What evidence would be necessary to substantiate the conclusions?"

/ Adaptable for slow learners
* Generally for more able pupils

-- Arrange for students to conduct a debate on the subject: "Resolved: That scientific achievements by twentieth-century Europeans have failed to improve living conditions in Europe." Appoint team of speakers to present the opposing views, and request that the other class members take notes during the debate. Afterward, ask each student to write a summary of approximately one paragraph stating which team was most convincing and citing the reasons.
Evaluation: Review with the class the summary paragraphs, and ask students to point out evidences of lack of critical thinking by the debaters.

/-- Select a committee to conduct research and to report orally to the class on the works of several outstanding European writers and philosophers of the twentieth-century who are critical of the conditions resulting from the advancements in science and technology. Suggest as examples for study the views of such men as George Bernard Shaw, Anatole France, Aldous Huxley, Jacques Maritain, Jean Paul Sartre, and Oswald Spenkler. Instruct committee members to determine the reasons for the views expressed by the writers and philosophers and the methods used to arrive at their conclusions.
Evaluation: Administer an essay test based on the committee's oral reports in which students prepare answers to the following: "What are the conditions necessary to evaluate objectively the forces that surround us? Give examples to demonstrate the basis for the evaluations and judgments of society as described by George Bernard Shaw or other European writers and philosophers of the twentieth-century."

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POLICY ON THE STUDY OF CURRENT PUBLIC PROBLEMS*

It shall be the policy of the Los Angeles City Schools to foster the study of vital present-day public problems in the classroom. This policy is in keeping with our point of view toward meeting our pupils' needs for effective living in American democracy.

The study of current problems is always based on the foundation of positive instruction toward a belief in the ideals and processes of American democracy, and on the understanding of totalitarian ideals and methods which are contrary to American democracy. Proposed solutions of public problems are tested in the light of democratic procedures; concern for the worth of the individual and for the common welfare; recognition of fair play; and emphasis on peaceful, constitutional methods of progress.

Furthermore, vital problems are discussed and studied in terms suited to the degree of maturity of the learners and their capacity for understanding concepts and values. Instruction for developing objective judgment begins at the elementary level, but many issues are not included in the elementary curriculum because they cannot be understood at that level. It is the policy of the Los Angeles City Schools to provide teachers with approved courses of study and authorized materials of instruction which serve as guides to the selection of problems for discussion at appropriate grade levels.

It shall be the policy of the Los Angeles City Schools to provide pupils with an opportunity to study current issues in an atmosphere as free as practicable from partisanship or emotional approach. We recognize the professional responsibility of teachers to distinguish between teaching and advocating, to refrain from using classroom prestige to promote partisan or sectarian viewpoints. Rather, the teacher keeps himself well informed, aids pupils in the search for facts, and helps them to learn to think clearly in arriving at tentative conclusions about these facts.

We have a responsibility to teach pupils to be concerned about finding possible answers to problems pertaining to their respective age levels; to teach them to be willing to take a stand on questions which citizens must decide and yet to maintain an attitude of open-mindedness toward new facts which may lead to new conclusions. We teach our pupils to respect the right of others to be different in their opinions. We believe that accurate information and effective thinking will discourage the uncritical acceptance of unsound proposals for solving public problems, and will focus the experience of history upon current problems. However, it is recommended that the discussion of highly controversial issues of a local nature be deferred until sufficient facts and perspective can be secured to base discussion upon reason rather than upon undue emotion.

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* Adopted by the Los Angeles City Board of Education on February 2, 1953